



2004 Accountability Progress Report

Information Guide

August 2004

**Prepared by the
California Department of Education**

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of Education (CDE) Web site and can be accessed at

<http://www.cde.ca.gov/ta/ac/ay/>

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At a Glance

A description of the contents for each section of this *Information Guide* follows. Refer to the “Table of Contents” to find information about a specific topic.

I. General Information

This section provides an overview of the 2004 Accountability Progress Report, a summary of key topics that are new, uses for this publication, talking points for local education agencies (LEAs), sample reports, and a timeline of upcoming accountability reporting.

II. Progress on the Academic Performance Index (API) 2003–04 Reporting Cycle

The Academic Performance Index (API) is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. It is also used as one of the indicators under the requirements of the No Child Left Behind (NCLB) Act of 2001. This section briefly describes the API, the type of API information provided in the 2004 Accountability Progress Report, and where to go to find more information about the API.

III. 2004 Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is a federal requirement under the NCLB. This section describes the 2004 AYP criteria, AYP information in the 2004 Accountability Progress Report, Program Improvement (PI) requirements (see subsections “School Accountability” and “LEA Accountability” below), and appeals of the 2004 AYP determination shown on the 2004 Accountability Progress Report. This section concludes with a description of requirements for LEAs related to the California Alternate Performance Assessment (CAPA).

■ No Child Left Behind (NCLB)

This subsection provides background about the NCLB law. Also, California’s Accountability Workbook, the document that establishes the definitions for meeting NCLB requirements, is described.

■ AYP Criteria

AYP requirements form the basis for reporting the 2004 AYP results provided in the 2004 Accountability Progress Report. This subsection describes the four requirement areas that all schools and LEAs must meet in order to make AYP, as defined by NCLB and California's Accountability Workbook.

■ School Accountability

Schools that receive federal Title I funds face federal Program Improvement (PI) requirements if they do not make AYP for two consecutive years in specific areas. This subsection lists the criteria for identifying Title I schools for PI and the requirements for PI schools.

■ LEA Accountability

Beginning in 2004–05, LEAs that receive federal Title I funds also face federal PI requirements if they do not make AYP for two consecutive years in specific areas. This subsection lists the criteria for identifying LEAs for PI and the requirements for LEAs that are identified as PI.

■ AYP Appeals Process

An LEA on its own behalf or on behalf of its schools may appeal the 2004 AYP determination shown on the 2004 Accountability Progress Report. This subsection describes the process and criteria for appeals.

■ CAPA 1.0 Percent Cap

Accountability under NCLB for certain students with severe cognitive disabilities is based on performance on the California Alternate Performance Assessment (CAPA), which measures students' achievement on a subset of California's academic content standards. For calculating 2004 AYP, federal regulations set a cap of 1.0 percent on the number of students in an LEA whose scores can be counted as proficient or above based on an alternate assessment. This subsection summarizes the requirements for 2004 and describes where to find more information about the topic.

Appendix

Inclusion/exclusion rules for calculating the AYP are described, and indicator values for the AYP section of the 2004 Accountability Progress Report are listed. A listing of CDE contact personnel and Web sites related to academic accountability is provided. An index of tables, figures, and exhibits is also provided.

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I. General Information

What is the 2004 Accountability Progress Report?

New in 2004

Use of this Guide

Talking Points for Local Education Agencies (LEAs)

Sample 2004 Accountability Progress Reports

Accountability Reports Timeline

What is the 2004 Accountability Progress Report?

On August 31, 2004, California's 2004 Accountability Progress Report will be posted on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov>.

These reports for schools and local education agencies (LEAs) provide information prior to the beginning of the 2004–05 school year about their current progress on the state Academic Performance Index (API) for the 2003–04 API reporting cycle as well as the results of the federal 2004 Adequate Yearly Progress (AYP).

The 2004 Accountability Progress Report is divided into two sections. State API information comprises the first section. It is presented first in the report to highlight the importance of year-to-year growth information. The second section is made up of federal AYP data and provides information about how a school or LEA measures against a “status bar.”

Importance of Growth as Well as Status Information

California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a “growth model,” which measures the academic success of a school on the basis of how much it improves. It acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a “status bar model,” which measures how well a school or LEA meets common minimum performance targets, or status bars. It assumes all schools or LEAs must meet common minimum academic levels, regardless of where they start at the beginning of the school year. For example, a school that showed 100 points growth in the API from 2003 to 2004 reflects a school that greatly improved its results on statewide assessments from 2003 to 2004. The growth in the school's API reflects the progress the school made, regardless of the level of its beginning API score in 2003. However, the same school might not meet AYP criteria because its 2004 participation rate or percent proficient was below the AYP minimum target (or status bar) set for all schools. The 2004 Accountability Progress Report includes a school's or LEA's API growth alongside AYP status in order to provide more complete data about school and LEA progress toward proficiency on rigorous state academic standards.

The 2004 AYP results are provided prior to the 2004–05 school year in accordance with NCLB requirements and show whether schools and LEAs met all AYP criteria. Title I schools and LEAs may be identified as Program Improvement (PI) based upon this information. If a school, LEA, or subgroup misses any one criterion, the school or LEA does not make AYP and could be identified for PI. Potentially, a school or LEA may have up to 46 requirements to meet all AYP criteria. States must report AYP information prior to the new school year so that schools and LEAs identified as PI can implement required services as early as possible.

The 2004 Accountability Progress Report meets federal reporting requirements and also provides supplemental information about how much schools and LEAs are growing on the API, based on California's rigorous academic content standards. As schools and LEAs implement the requirements of NCLB, it is essential that their educational communities and the public are provided complete accountability information covering both growth and status information.

It should be noted that federal requirements are not identical to state requirements and that meeting AYP criteria for NCLB is not the same as meeting school API growth targets for California accountability. In order to meet its API growth target under current state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain its API score above 800. In order to meet AYP under federal requirements, however, a school or LEA must have a minimum participation rate and percentage of its students at proficient or above in English-language arts and mathematics, attain a minimum API of 560 or API growth of one point, and meet graduation rate requirements if it serves high school students.

Updates of 2004 API and AYP Information

The 2004 Accountability Progress Report provides current API progress data and AYP status information. The AYP information in the report will be used as the basis for PI determinations.

The 2004 Accountability Progress Report is scheduled to be updated in late September 2004 to incorporate data changes. Because the report provides API information at the school and LEA levels only, the complete 2003–04 API Growth reports will be reported in October 2004 and will include subgroup results as well. PI status information also will be reported in October 2004. Updated AYP information will be provided in January 2005.

For more information about the anticipated schedule for accountability reporting, see “Accountability Reports Timeline” on page 17.

Table 1. New in 2004

Topic	Description	For More Information
2004 Accountability Progress Report	<ul style="list-style-type: none"> ■ The 2004 Accountability Progress Report provides both state and federal accountability information prior to the start of the 2004–05 school year. The combined report includes: <ul style="list-style-type: none"> • State 2003–04 Academic Performance Index (API) Growth information, at the school, local education agency (LEA), and state levels • Federal 2004 Adequate Yearly Progress (AYP) information, at the school, LEA, subgroup, and state levels ■ Updates and additions to the data during the school year will include: <ul style="list-style-type: none"> • Data changes to the 2004 Accountability Progress Report provided in September 2004 • API Growth information to be reported in October 2004, including subgroup information • Program Improvement (PI) status report to be provided in October 2004 • Updated 2004 AYP report information to be provided in January 2005 • 2004 API Base report to be reported in March 2005 	<p>“Sample 2004 Accountability Progress Reports” (page 9)</p> <p>“Accountability Reports Timeline” (page 17)</p>
Increased flexibility in AYP calculations	<ul style="list-style-type: none"> ■ U.S. Department of Education (USED) announced new policies regarding the calculation of AYP to allow additional flexibility for states: <ul style="list-style-type: none"> • Participation rates (multi-year averaging) • Participation rates (medical emergency) • Participation rates (small schools/LEAs/subgroups) • English Learners • Redesignated Fluent English Proficient students • CAPA 1.0 percent rule and exception for LEAs and states 	<p>“Increased Flexibility in 2004 AYP Calculations” (page 26)</p>

Topic	Description	For More Information
Revisions to Accountability Workbook	<ul style="list-style-type: none"> ■ In April 2004, California submitted revisions to its NCLB Accountability Workbook. Information provided in 2004 Accountability Progress Reports and this Information Guide reflects these workbook revisions. 	"California's Accountability Workbook" (page 25)
LEA Program Improvement criteria in 2004	<ul style="list-style-type: none"> ■ In March 2004, the State Board of Education adopted Program Improvement (PI) criteria for LEAs. ■ Based on results from 2003 and 2004, LEAs may potentially enter PI in 2004–05. 	"LEA Accountability" (page 55)
Schools or LEAs with no students in grade levels tested (alternate methodologies)	<ul style="list-style-type: none"> ■ NCLB requires that all schools and LEAs receive an AYP report. Not all schools and LEAs contain grades for which data for API or AYP are calculated (e.g., a kindergarten through grade 1 school does not have test results available for AYP or API). ■ To meet this requirement, alternate methodologies to combine and report data are used. ■ All schools and LEAs receive a 2004 Accountability Progress Report. 	"Schools or LEAs with No Students in Grade Levels Tested" (page 50)
Inclusion/exclusion calculation rules	<ul style="list-style-type: none"> ■ Changes occurred for inclusion/exclusion calculation rules from 2003 to 2004 due to changes in the student answer documents for STAR and CAHSEE. 	Appendices, "Inclusion/Exclusion Rules" (page 66)
CAHSEE	<ul style="list-style-type: none"> ■ Revised cut scores for CAHSEE were adopted for 2004: <ul style="list-style-type: none"> • Proficient or Above = 380 for English-language arts (ELA) (387 in 2003) • Proficient or Above = 380 for mathematics (373 in 2003) 	Appendices, "Inclusion/Exclusion Rules" (page 68)

Use of this Guide

This *Information Guide* provides technical information for accountability coordinators at local education agencies (LEAs) to use in coordinating their accountability programs in to meet federal requirements of the No Child Left Behind Act (NCLB), Title I. The *Guide* explains the background and calculation of the 2004 Accountability Progress Reports, which can be accessed on the CDE Web site on August 31, 2004 at <http://ayp.cde.ca.gov>.

This *Guide* is not intended as a substitute for state and federal laws or regulations or to detail all of a coordinator's responsibilities in administering accountability requirements in an LEA or school. This *Guide* should be used in conjunction with academic accountability information provided on the CDE web site at <http://www.cde.ca.gov>.

Talking Points for Local Education Agencies (LEAs)

- California's 2004 Accountability Progress Report shows the current progress of our school district (county office of education) and each school on the state API for the 2003–04 reporting cycle and on results of the federal 2004 Adequate Yearly Progress (AYP).
- The new Accountability Progress Report responds to our need to receive this important information in a timely manner in a format that is simple and easy to understand.
- The state accountability system, with the API as its cornerstone, focuses on the importance of academic growth from year to year for local education agencies (LEAs) and their schools. The measurement of success for each school is improvement. LEAs include school districts and county offices of education.
- The 2003–04 API continues to emphasize standards-based assessments as primary measures of students' academic achievement. These state tests include the California Standards Tests (CSTs); the California High School Exit Examination (CAHSEE), for high schools only; and the California Alternate Performance Assessment (CAPA). New last year, the CAPA is a standards-based assessment for students with significant cognitive disabilities, who are unable to take the CSTs.
- The CSTs, the CAPA, and the CAHSEE are closely aligned to state academic standards for each subject tested. Our schools have worked hard to incorporate state standards into the curriculum and classroom instruction, with textbooks that address the same standards.
- In the report, we only received API results for the school and LEA levels. The information provided, however, gives us a good sense of how well our schools will do when the complete 2003–04 API Growth reports are released in the fall. The fall report will include information on the performance of student subgroups.
- Federal accountability requirements under No Child Left Behind (NCLB) determine academic success on how well schools and LEAs meet annual performance targets. These targets are the same for all schools or LEAs of the same type.

- The federal accountability system is only in its second year and is still evolving. With the current AYP structure there are up to 46 different criteria for schools and LEAs to meet in order to make AYP targets. The number of criteria depends on the type of school (elementary, middle, or high school) or LEA (elementary school district, high school district, county office of education) and the number of numerically significant student subgroups within that school or LEA.

Option 1

- Through the outstanding efforts of our staff, students, and families, (some, many, all) schools in our school district met all of the criteria to make AYP for 2004. The targets were met schoolwide as well as for each numerically significant subgroup in the schools.

Option 2

- The staff, students, and families at (some, many, all) schools in our school district are to be commended for meeting one or more of the 2004 AYP criteria. However, these schools did not make AYP for 2004 because they did not meet all of the requirements.
- Schools in our school district that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. Schools that are identified as PI must offer school choice with paid transportation to students for the 2004–05 school year to attend another public school that is not PI in the school district. Some schools in PI also may need to provide supplemental services to eligible students in the school and be subject to other federal sanctions.
- We will be notifying families and staff of Title I PI schools that are subject to additional federal requirements.
- Our immediate challenge is to help all families, students, staff, and community members understand the AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years.
- Our schools will be scheduling a series of informational meetings about the API and the AYP and preparing explanatory information for mailings to parents.
- The goal for each of our schools is to ensure that all students master the knowledge and skills they need to succeed. Our staffs, students, parents, and community leaders will continue working together to make sure this goal is reached.

Sample 2004 Accountability Progress Reports

Exhibit 1. School Reports: Elementary School



School Report 2004 Accountability Progress Report

- Progress on the 2003–04 API
- 2004 AYP

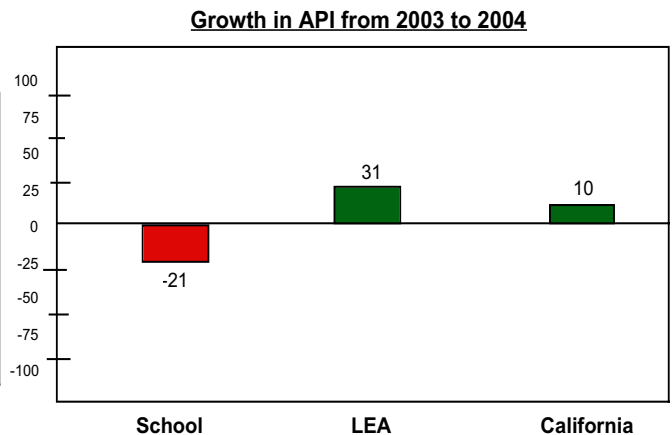
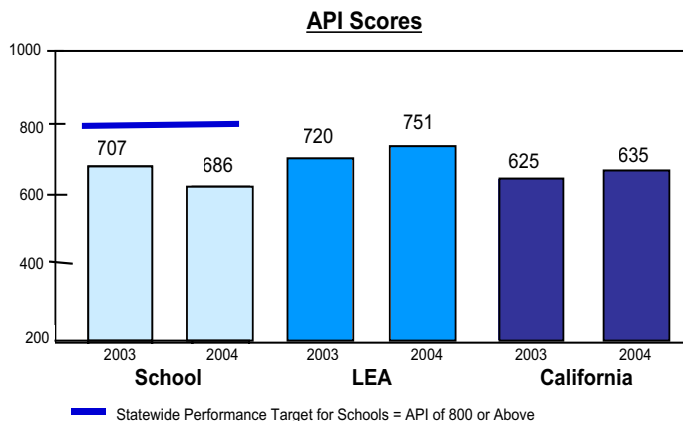
California Department of Education
Policy and Evaluation Division
August 31, 2004

School: **Big Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
Direct-Funded Charter School: No

- Reports of other schools in this Local Education Agency (LEA)
LEA is a school district or county office of education.
- LEA report



Progress on the Academic Performance Index (API) 2003-04 Reporting Cycle



School: **Big Dipper Elementary**
LEA: **Polaris Unified School District**

For more details about the API section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#) and the [2003 Academic Performance Index Base Information Guide](#).

Continue to next section of the 2004 Accountability Progress Report: [2004 Adequate Yearly Progress \(AYP\)](#)

Exhibit 1. School Reports: Elementary School

2004 Adequate Yearly Progress (AYP)

School met all 2004 Adequate Yearly Progress (AYP) criteria? No

This school met 20 of its 21 AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Met 2004 AYP criteria

Yes
No
Yes
N/A

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard

Standard

Standard

PARTICIPATION RATE

Met all participation rate criteria? Yes

GROUPS	English-Language Arts				Mathematics			
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
Schoolwide	490	472	96	Yes	490	472	96	Yes
African American or Black (not of Hispanic origin)	38	32	84	N/A	38	33	87	N/A
American Indian or Alaska Native	4	3	75	N/A	4	3	75	N/A
Asian	61	60	98	N/A	61	60	98	N/A
Filipino	5	5	100	N/A	5	5	100	N/A
Hispanic or Latino	212	208	98	Yes	212	208	98	Yes
Pacific Islander	0	0	N/A	N/A	0	0	N/A	N/A
White (not of Hispanic origin)	159	155	97	Yes	159	154	96	Yes
Socioeconomically Disadvantaged	323	309	95	Yes	323	310	95	Yes
English Learners	126	125	99	Yes	126	125	99	Yes
Students with Disabilities	68	54	79	N/A	66	55	83	N/A

PERCENT PROFICIENT – Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? No

GROUPS	English-Language Arts				Mathematics			
	Valid Scores	Number at or above Proficient	Percent at or above Proficient	Met 2004 AYP Criteria	Valid Scores	Number at or above Proficient	Percent at or above Proficient	Met 2004 AYP Criteria
Schoolwide	428	115	26.8	Yes	427	146	34.1	Yes
African American or Black (not of Hispanic origin)	25	4	16.0	N/A	25	4	16.0	N/A
American Indian or Alaska Native	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Asian	59	17	28.8	N/A	59	24	40.6	N/A
Filipino	5	N/A	N/A	N/A	5	N/A	N/A	N/A
Hispanic or Latino	191	32	16.7	Yes	191	54	28.2	Yes
Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	145	58	40.0	Yes	144	59	40.9	Yes
Socioeconomically Disadvantaged	280	51	18.2	Yes	280	73	26.0	Yes
English Learners	116	9	7.7	No	116	23	19.8	Yes
Students with Disabilities	52	7	13.4	N/A	52	8	15.3	N/A

GRADUATION RATE

Met graduation rate criteria? (N/A)

Rate for 2004, Class of 2002–03	Rate for 2003, Class of 2001–02	Change	Average 2-year change	Met 2004 AYP Criteria
N/A	N/A	N/A	N/A	N/A

Select the row or column title for more information.

For more details about the AYP section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#).

Return to the previous section of the 2004 Accountability Progress Report: [Progress on the Academic Performance Index API 2003–04 Reporting Cycles](#)

Summary charts of 2004 AYP criteria are shown in Tables 6 and 7 on pages 34 and 35.

A description of methodologies used is provided on pages 50 and 51.

Exhibit 2. School Reports: High School



School Report 2004 Accountability Progress Report

- Progress on the 2003–04 API
- 2004 AYP

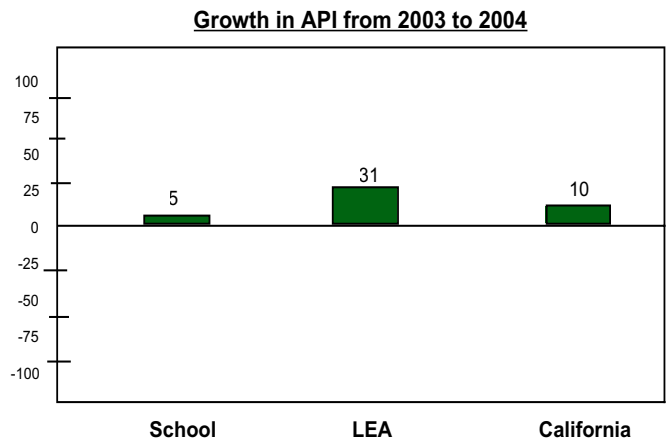
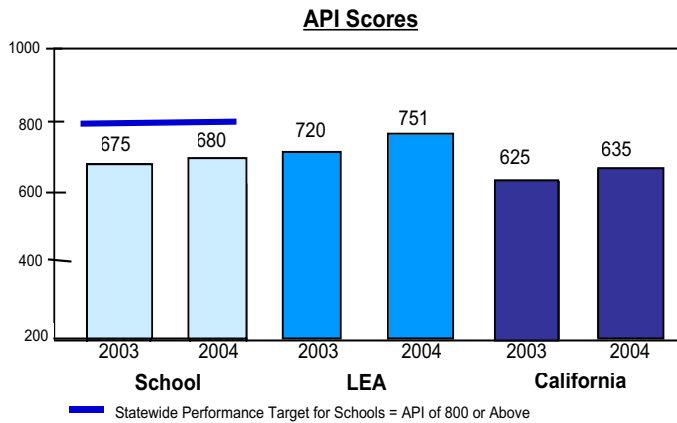
California Department of Education
Policy and Evaluation Division
August 31, 2004

School: **North Star**
School Type: High
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876544
Direct-Funded Charter School: No

- Reports of other schools in this Local Education Agency (LEA)
LEA is a school district or county office of education.
- [LEA report](#)



Progress on the Academic Performance Index (API) 2003-04 Reporting Cycle



School: **North Star High**
LEA: **Polaris Unified School District**

For more details about the API section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#) and the [2003 Academic Performance Index Base Information Guide](#).

Continue to next section of the 2004 Accountability Progress Report: [2004 Adequate Yearly Progress \(AYP\)](#)

Exhibit 2. School Reports: High School

2004 Adequate Yearly Progress (AYP)

School met all 2004 Adequate Yearly Progress (AYP) criteria? Yes

This school met 19 of its 19 AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Met 2004 AYP criteria

Yes
Yes
Yes
Yes

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard

Standard

Standard

PARTICIPATION RATE

Met all participation rate criteria? Yes

GROUPS	English-Language Arts				Mathematics			
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
Schoolwide	675	689	100	Yes	675	678	100	Yes
African American or Black (not of Hispanic origin)	61	70	100	N/A	61	63	100	N/A
American Indian or Alaska Native	3	4	100	N/A	3	4	100	N/A
Asian	87	88	100	N/A	87	87	100	N/A
Filipino	7	7	100	N/A	7	6	86	N/A
Hispanic or Latino	306	303	99	Yes	306	302	99	Yes
Pacific Islander	2	2	100	N/A	2	2	100	N/A
White (not of Hispanic origin)	208	213	100	Yes	208	213	100	Yes
Socioeconomically Disadvantaged	247	263	100	Yes	247	263	100	Yes
English Learners	103	104	100	Yes	103	100	97	N/A
Students with Disabilities	64	68	100	N/A	64	72	100	N/A

PERCENT PROFICIENT – Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? Yes

GROUPS	English-Language Arts				Mathematics			
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria
Schoolwide	449	394	87.7	Yes	327	256	78.2	Yes
African American or Black (not of Hispanic origin)	47	37	78.7	N/A	30	13	43.3	N/A
American Indian or Alaska Native	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Asian	50	45	90.0	N/A	39	34	87.1	N/A
Filipino	5	N/A	N/A	N/A	4	N/A	N/A	N/A
Hispanic or Latino	184	155	84.2	Yes	129	94	72.8	Yes
Pacific Islander	1	N/A	N/A	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	159	150	94.3	Yes	122	109	89.3	Yes
Socioeconomically Disadvantaged	144	122	84.7	Yes	104	76	73.0	Yes
English Learners	47	33	70.2	N/A	31	17	54.8	N/A
Students with Disabilities	19	5	26.3	N/A	20	5	25.0	N/A

GRADUATION RATE

Met graduation rate criteria? (N/A)

Rate for 2004, Class of 2002–03	Rate for 2003, Class of 2001–02	Change	Average 2-year change	Met 2004 AYP Criteria
93.1	94.3	-1.2	-3.0	Yes

Select the row or column title for more information.

For more details about the AYP section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#).

Return to the previous section of the 2004 Accountability Progress Report: [Progress on the Academic Performance Index API 2003–04 Reporting Cycles](#)

**Summary charts of 2004 AYP criteria are shown in Tables 6 and 7 on pages 34 and 35.
A description of methodologies used is provided on pages 50 and 51.**

Exhibit 3. School Reports: Small School



School Report 2004 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
August 31, 2004

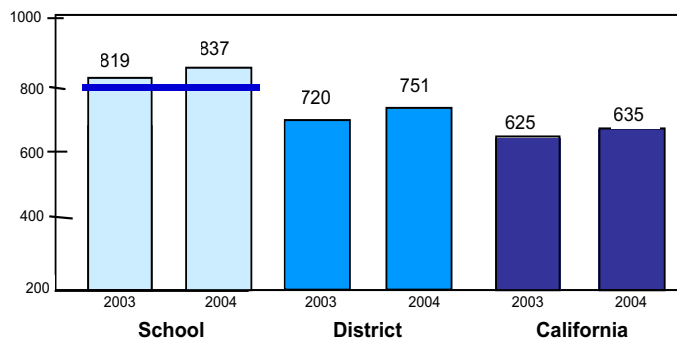
School: **Little Dipper**
School Type: Elementary
LEA: Polaris Unified
County: Orion
CDS Code: 98-98765-9876545
Direct-Funded Charter School: No

- Reports of other schools in this Local Education Agency (LEA)
LEA is a school district or county office of education.
- LEA report

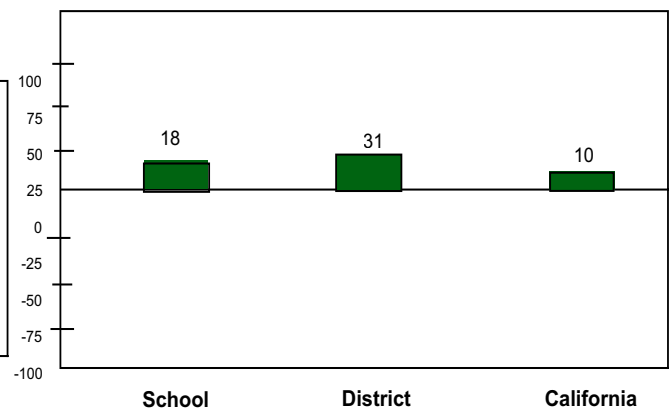


Progress on the Academic Performance Index (API) 2003-04 Reporting Cycle

API Scores



Growth in API from 2003 to 2004



School: **Little Dipper Elementary**
LEA: **Polaris Unified School District**

For more details about the API section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#) and the [2003 Academic Performance Index Base Information Guide](#).

Continue to next section of the 2004 Accountability Progress Report: [2004 Adequate Yearly Progress \(AYP\)](#)

Exhibit 3. School Reports: Small School

2004 Adequate Yearly Progress (AYP)

School met all 2004 Adequate Yearly Progress (AYP) criteria? Yes

This school met 5 of its 5 AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Met 2004 AYP criteria

Yes
Yes
Yes
N/A

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard

Standard

Standard

PARTICIPATION RATE

Met all participation rate criteria? Yes

GROUPS	English-Language Arts				Mathematics			
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
Schoolwide	60	60	100	Yes	60	60	100	Yes
African American or Black (not of Hispanic origin)	3	3	100	N/A	3	3	100	N/A
American Indian or Alaska Native	0	0	N/A	N/A	0	0	N/A	N/A
Asian	0	0	N/A	N/A	0	0	N/A	N/A
Filipino	1	1	100	N/A	1	1	100	N/A
Hispanic or Latino	3	3	100	N/A	3	3	100	N/A
Pacific Islander	0	0	N/A	N/A	0	0	N/A	N/A
White (not of Hispanic origin)	52	52	100	N/A	52	52	100	N/A
Socioeconomically Disadvantaged	12	12	100	N/A	12	12	100	N/A
English Learners	0	0	N/A	N/A	0	0	N/A	N/A
Students with Disabilities	7	7	100	N/A	7	7	100	N/A

PERCENT PROFICIENT – Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? Yes

GROUPS	English-Language Arts				Mathematics			
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria
Schoolwide	57	34	59.6	Yes*	57	34	59.6	Yes*
African American or Black (not of Hispanic origin)	3	N/A	N/A	N/A	3	N/A	N/A	N/A
American Indian or Alaska Native	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Asian	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Filipino	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Hispanic or Latino	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	50	31	62.0	N/A	50	33	66.0	N/A
Socioeconomically Disadvantaged	11	3	27.2	N/A	11	7	63.6	N/A
English Learners	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Students with Disabilities	7	N/A	N/A	N/A	7	N/A	N/A	N/A

GRADUATION RATE

Met graduation rate criteria? (N/A)

Rate for 2004, Class of 2002–03	Rate for 2003, Class of 2001–02	Change	Average 2-year change	Met 2004 AYP Criteria
N/A	N/A	N/A	N/A	N/A

Select the row or column title for more information.

For more details about the AYP section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#).

Return to the previous section of the 2004 Accountability Progress Report: [Progress on the Academic Performance Index API 2003–04 Reporting Cycles](#)

Summary charts of 2004 AYP criteria are shown in Tables 6 and 7 on pages 34 and 35.

A description of methodologies used is provided on pages 50 and 51.

Exhibit 4. LEA Report



Local Education Agency (LEA) Report

LEA is a school district or county office of education.

2004 Accountability Progress Report

- Progress on the 2003–04 API
- 2004 AYP

California Department of Education
Policy and Evaluation Division
August 31, 2004

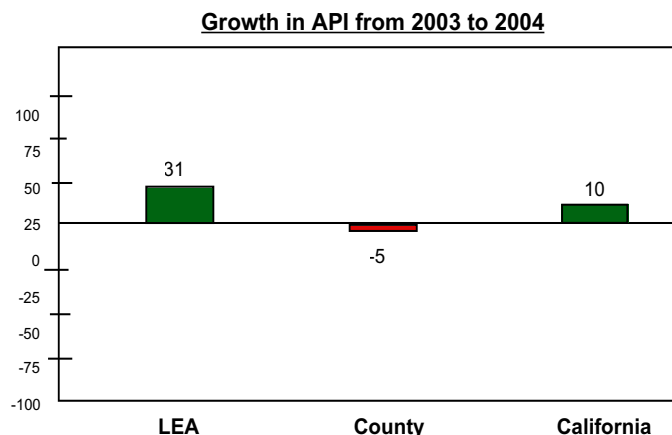
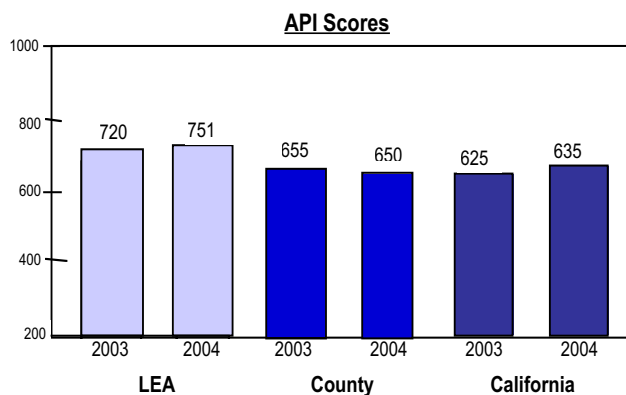
LEA: **Polaris**
LEA Type: Unified
County: Orion
CD Code: 98-98765

[County List of Schools and Districts](#)

[LEA List of Schools](#)



Progress on the Academic Performance Index (API) 2003-04 Reporting Cycle



LEA: **Polaris Unified School District**
County: **Orion**

For more details about the API section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#) and the [2003 Academic Performance Index Base Information Guide](#).

Continue to next section of the 2004 Accountability Progress Report: [2004 Adequate Yearly Progress \(AYP\)](#)

Exhibit 4. LEA Report

2004 Adequate Yearly Progress (AYP)

LEA met all 2004 Adequate Yearly Progress (AYP) criteria? No

This LEA met 30 of its 34 AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Met 2004 AYP criteria

No
No
Yes
Yes

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard
Standard
Standard

California Alternate Performance Assessment (CAPA)

API for numerically significant
socioeconomically disadvantaged
subgroup

705

Percent Proficient and Above

Above 1.0

Exception Approved

English-Language Arts

0.7

No

N/A

Mathematics

0.7

No

N/A

PARTICIPATION RATE

Met all participation rate criteria? No

GROUPS	English-Language Arts				Mathematics			
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
LEA-wide	6,637	6,469	97	Yes	6,637	6,459	97	Yes
African American or Black (not of Hispanic origin)	580	562	96	Yes	580	556	95	Yes
American Indian or Alaska Native	45	43	96	N/A	45	43	96	N/A
Asian	868	853	98	Yes	868	852	98	Yes
Filipino	83	82	99	N/A	83	81	98	N/A
Hispanic or Latino	2,872	2,788	97	Yes	2,872	2,795	97	Yes
Pacific Islander	18	18	100	N/A	18	18	100	N/A
White (not of Hispanic origin)	2,108	2,063	97	Yes	2,108	2,056	97	Yes
Socioeconomically Disadvantaged	3,490	3,380	96	Yes	3,490	3,385	96	Yes
English Learners	1,328	1,288	96	Yes	1,328	1,286	96	Yes
Students with Disabilities	724	619	85	No	724	629	86	No

PERCENT PROFICIENT – Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? No

GROUPS	English-Language Arts				Mathematics			
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria
LEA-wide	5,930	1,919	32.3	Yes	5,911	2,416	40.8	Yes
African American or Black (not of Hispanic origin)	491	116	23.6	Yes	481	124	25.7	Yes
American Indian or Alaska Native	36	7	19.4	N/A	36	12	33.3	N/A
Asian	789	224	28.3	Yes	789	356	45.1	Yes
Filipino	69	37	53.6	N/A	68	48	70.5	N/A
Hispanic or Latino	2,556	676	26.4	Yes	2,557	846	33.0	Yes
Pacific Islander	11	3	27.2	N/A	11	6	54.5	N/A
White (not of Hispanic origin)	1,949	853	43.7	Yes	1,942	1,015	52.2	Yes
Socioeconomically Disadvantaged	2,999	645	21.5	Yes	2,999	919	30.6	Yes
English Learners	1,174	111	9.4	No	1,173	262	22.3	Yes
Students with Disabilities	594	59	9.9	No	601	99	16.4	Yes

GRADUATION RATE

Met graduation rate criteria? (Yes)

Rate for 2004, Class of 2002-03	Rate for 2003, Class of 2001-02	Change	Average 2-year change	Met 2004 AYP Criteria
81.6	79.5	2.1	0.0	Yes

Select the row or column title for more information.

For more details about the AYP section of this report, refer to the: [2004 Accountability Progress Report Information Guide](#).

Return to the previous section of the 2004 Accountability Progress Report: [Progress on the Academic Performance Index API 2003–04 Reporting Cycles](#)

Summary charts of 2004 AYP criteria are shown in Tables 6 and 7 on pages 34 and 35.

A description of methodologies used is provided on pages 50 and 51.

Accountability Reports Timeline

August 2004

Data review process for California High School Exit Examination (CAHSEE) began.

List of schools and local education agencies (LEAs) that may potentially enter, advance in, or exit Program Improvement (PI), based on 2004 Accountability Progress Report results, were posted on CDE's Adequate Yearly Progress (AYP) Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

2004 AYP appeals form released on AYP Web site.

2004 Accountability Progress Reports can be accessed on the California Department of Education (CDE) Web site at <http://ayp.cde.ca.gov> on August 31.

September 2004

Data review process for Standardized Testing and Reporting (STAR) Program and California Alternate Performance Assessment (CAPA) data to begin.

Verification of Title I funding status and program type for 2003–04 to begin September 3.

Deadline for 2004 AYP appeals scheduled for September 15.

Deadline for verification of Title I funding status and program type for 2003–04 scheduled for September 17.

2004 Accountability Progress Report to be updated to incorporate STAR data changes for late-testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and “safe harbor” calculations.

October 2004

2004–05 Title I Program Improvement Status Reports to be posted on the AYP Web site. These reports describe the AYP status of all Title I schools and LEAs based on 2004 Accountability Progress Report results.

Release of all results of 2004 AYP appeals to be posted on AYP Web site.

October 2004	Complete Academic Performance Index (API) reports for 2003–04 Growth (including subgroup APIs) to be posted on the CDE Web site at http://api.cde.ca.gov .
January 2005	<p>Final 2003–04 API Growth reports and revised 2004 AYP reports posted on the CDE Web sites. These reports will reflect data corrections made through the test publisher.</p> <p>Results of 2004 AYP appeals decisions to be posted on CDE Web site.</p>
February 2005	Revised 2004–05 Title I Program Improvement Status Report to be posted on CDE Web site.
March 2005	<p>Final 2004 AYP status report incorporating all appeals to be posted on the CDE Web site.</p> <p>Final 2004–05 Title I Program Improvement Status Report incorporating all appeals to be posted on CDE Web site.</p> <p>2004 API Base reports to be posted on the CDE Web site at http://api.cde.ca.gov.</p>

II. Progress on the Academic Performance Index (API) 2003–04 Reporting Cycle

What is the API?

API Information in the 2004 Accountability Progress Report

Where to Find Descriptions of State API Requirements and Calculations

What is the API?

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA) of 1999. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level, based on the percentage of students scoring at a given performance level or band on statewide testing. APIs are also reported for LEAs.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in the API. STAR Program assessments include the California Standards Tests (CSTs); the California Achievement Test, Sixth Edition Survey (CAT/6 Survey); and the California Alternate Performance Assessment (CAPA).

The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's prior year base API is subtracted from its current year growth API to determine how much the school grew in a year.

API Information in the 2004 Accountability Progress Report

The API information in the 2004 Accountability Progress Report covers the 2003–04 API reporting cycle. Generally, API results are reported twice a year: a base year report, which appears after the first of the calendar year, and a report of API growth, which appears after school starts in the fall. This pair of reports is based on APIs that are calculated in the same fashion with the same indicators but using test results from two different years. This pair of reports comprises an API reporting cycle.

The 2004 Academic Progress Report shows schoolwide and LEA-wide results only. This information provides a preview of API progress prior to the release of the complete 2003–04 API Growth report, scheduled for October 2004, which will include subgroup results as well. There are three primary pieces of API information on the 2004 Accountability Progress Report:

2003 API

The 2003 API summarizes a school's or LEA's performance on the 2003 STAR Program and the CAHSEE. It serves as the baseline score, or starting point, of performance, also referred to as the 2003 API Base.

2004 API

The 2004 API summarizes a school's or LEA's performance on the 2004 STAR Program and the CAHSEE. It was calculated in the same manner as the 2003 API except that it was calculated using 2004 test results (rather than 2003 test results). It is compared to the 2003 API Base to determine growth in the API and is also referred to as the 2004 API Growth.

Growth in the API from 2003 to 2004

The 2003 API is subtracted from the 2004 API to determine how much the school or LEA grew between 2003 testing and 2004 testing. The growth shows the most current progress of a school or LEA on the API from 2003 to 2004. This growth can be positive or negative. It is referred to as the 2003–04 API Growth.

On the API section of the school report (shown in the example on page 9), three basic pieces of information (2003 API, 2004 API, and Growth in the API from 2003 to 2004) are displayed in bar graph format. The school results are reported in the first two bars, LEA-wide results in the second two bars, and statewide results in the last two bars. A horizontal line indicating the statewide API performance target of 800 for schools is also shown on the school report bar graph. Direct-funded charter schools and single school districts are treated as schools and receive the school report only. On the school report for a direct-funded charter school, the API results reported in the second two bars are those of the chartering entity. On the school report for a single school district, the API results reported in the second two bars are those of the school district (which in most cases is a repetition of the school results).

For the 2004 Accountability Progress Report, an LEA is defined as either a school district or a county office of education. On the API section of the LEA report (shown in the example on page 15), the LEA results are reported in the first two bars, county-wide results in the second two bars, and statewide results in the last two bars. When the LEA is a county office of education, data in the first two bars includes only schools administered directly by the county office of education. However, county-wide data displayed in the second two bars includes all schools in the county.

The state API on the school and LEA reports is calculated in the same way as the API for a school or LEA except that the mobility exclusion does not apply. All students taking the 2003 or 2004 assessments, therefore, are included in the state API.

Where to Find Descriptions of State API Requirements and Calculations

This *Information Guide* does not include descriptions of state requirements for meeting API targets or the methodology for calculating an API or growth targets. These descriptions are provided in another document, the *2003 Academic Performance Index Base Information Guide*, which accompanied the release of the 2003 API Base reports in January 2004. This *2003 Guide* can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

The 2004 Accountability Progress Report, released in August 2004, provides results of the 2003 API (also referred to as the 2003 API Base) as well as the 2004 API (also referred to as the 2004 API Growth). The *2003 Guide*, described in the preceding paragraph, provides descriptions that apply to both the 2003 API and 2004 API because the two APIs comprise the same reporting cycle. APIs in the same reporting cycle are calculated in the same way with the same indicators and weights (but using test results from two different years).

The 2003–04 API Growth reports will be released in October 2004 and will be accompanied by an information guide that will include further descriptions of state API growth requirements.

III. 2004 Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB)

AYP Criteria

School Accountability

LEA Accountability

AYP Appeals Process

CAPA 1.0 Percent Cap

No Child Left Behind (NCLB)

Enactment and Features

The No Child Left Behind (NCLB) Act of 2001 is federal legislation that established a new definition of Adequate Yearly Progress (AYP) for all schools, local education agencies (LEAs), and the state beginning with the 2002–03 school year.

The NCLB contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on scientifically based effective teaching methods. This *Information Guide* describes California's implementation of the first principle under Title I of the NCLB. More information about NCLB is located on the federal Web site at <http://www.nclb.gov> and on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/nclb>. For information about Title III accountability requirements under NCLB, contact the Language Policy and Leadership Office of the CDE at (916) 319-0845 or the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/>.

All schools and LEAs are required to meet all AYP criteria in order to make AYP. Currently, the consequences of not making AYP apply only to Title I-funded schools and LEAs. Schools and LEAs receiving federal Title I funds face NCLB Program Improvement (PI) requirements for not meeting AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA may become PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years.

California's Accountability Workbook

The importance of stronger accountability was emphasized by the requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. In January 2003, the CDE submitted its Accountability Workbook to the United States Department of Education (USED). The workbook describes California's method for complying with the new assessment and accountability requirements of NCLB. Its development was based upon a series of action items adopted by the State Board of Education (SBE). The USED approved California's workbook in June 2003. This submission is available on the CDE Web site at <http://www.cde.ca.gov/nclb/sr/sa/wb.asp>. Since that time, revisions to federal regulations and California's workbook have occurred. Information provided in the 2004 Accountability Progress Report and this Guide reflects workbook revisions.

Increased Flexibility in 2004 AYP Calculations

New federal regulations regarding additional flexibility for states in AYP calculations were announced in June 2004. These policies are intended to provide additional flexibility to states.

Participation Rate (Multi-year Averaging)

States may average data over a two- and/or three-year period to determine if a school, LEA, or subgroup has met the 95 percent participation rate requirement. For California's 2004 AYP, a two-year average participation rate will be considered for schools, LEAs, and subgroups that have not met the one-year participation rate criteria. The two-year rate will not be published, but its results will be reflected in whether the school or LEA met the participation rate criteria (see "Requirement 1: Participation Rate" on page 36).

Participation Rate (Medical Emergency)

A state may exclude from its calculation of participation rate students who were absent because of a significant medical emergency. For California's 2004 AYP, changes to the participation rates due to a medical emergency will be handled through the appeals process (see "AYP Appeals Process" on page 62).

Participation Rate (small schools/LEAs/subgroups)

A state may use flexibility in calculating the participation rate related to the minimum size of the student subgroup. For California's 2004 AYP, participation rate criteria will not apply for schools or LEAs with fewer than 50 students eligible for testing, since 50 is the minimum size for a subgroup to be considered numerically significant. For schools or LEAs with between 51 and 99 students eligible for testing, the participation rate will be rounded up to the nearest whole number. For schools or LEAs with 50 students eligible for testing, at least 47 students must be tested to meet the minimum participation rate criteria.

English Learners New to the United States

English learners, also referred to as limited-English-proficient students, during their first year of enrollment in the United States need not have their reading/language arts and mathematics results included in the percent proficient calculation of a school, LEA, or subgroup. This applies to California's 2004 AYP. However, these students are still included in the participation rate calculation for AYP. (see "Inclusion/Exclusion Rules" on page 67).

Former English Learner Students

In calculating AYP for the English learner subgroup for a school or LEA, a state may include a student who had previously been considered English learner during the past one or two years (i.e., Re-designated Fluent English Proficient, or RFEP, students). However, RFEPs need not be counted when determining whether the English learner subgroup meets the state-defined minimum group size. This applies to California's 2004 AYP (see also "Definitions of Subgroups Used in AYP" on page 49).

Students with the Most Significant Cognitive Disabilities 1.0 Percent Exception

LEAs may seek an exception from the state to exceed the 1.0 percent cap on the number of students who can be counted as proficient using alternate standards based on alternate assessments. In California, the 1.0 percent cap applies to LEAs with students who participate in the California Alternate Performance Assessment (CAPA). For California's 2004 AYP, LEAs that may be over the 1.0 percent cap were notified in July 2004 of the process to apply for exception. Exception requests will be reviewed and processed by the CDE, and the status of exception requests will be noted on the 2004 Accountability Progress Report (see also "CAPA 1.0 Percent Cap" on page 64).

AYP Criteria

What is AYP?

California's Definition of AYP

The federal No Child Left Behind Act (NCLB) of 2001 requires that all schools and local education agencies (LEAs) meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education (USED) in June 2003. Further amendments to the criteria were submitted to USED in April 2004. Under NCLB criteria, schools and LEAs are required to annually meet or exceed criteria in four areas in order to make AYP:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient (Annual Measurable Objectives)
- Requirement 3: API as Additional Indicator
- Requirement 4: Graduation Rate

Requirements 1 and 2 apply at the school, LEA, and subgroup levels. Requirements 3 and 4 apply only at the school and LEA levels, unless "safe harbor" criteria are used. (NCLB also contains a safe harbor provision for meeting AYP in some circumstances, as described in the "Safe Harbor" section beginning on page 47.) If a school, LEA, or subgroup misses any one criterion within an area, it does not make AYP and could be identified for Program Improvement (PI). Potentially, a school or LEA may have up to 46 different criteria to meet in order to make AYP.

Figure 1 on the following page is a flow chart that illustrates the process of determining whether a school or LEA makes AYP. Following the flow chart, three tables are provided that specify the long-term AYP criteria, or "targets," for schools and LEAs from 2002 through 2014. As Tables 2, 3, and 4 show, AYP targets will increase in 2005.

Figure 1. 2004 AYP Criteria Flow Chart

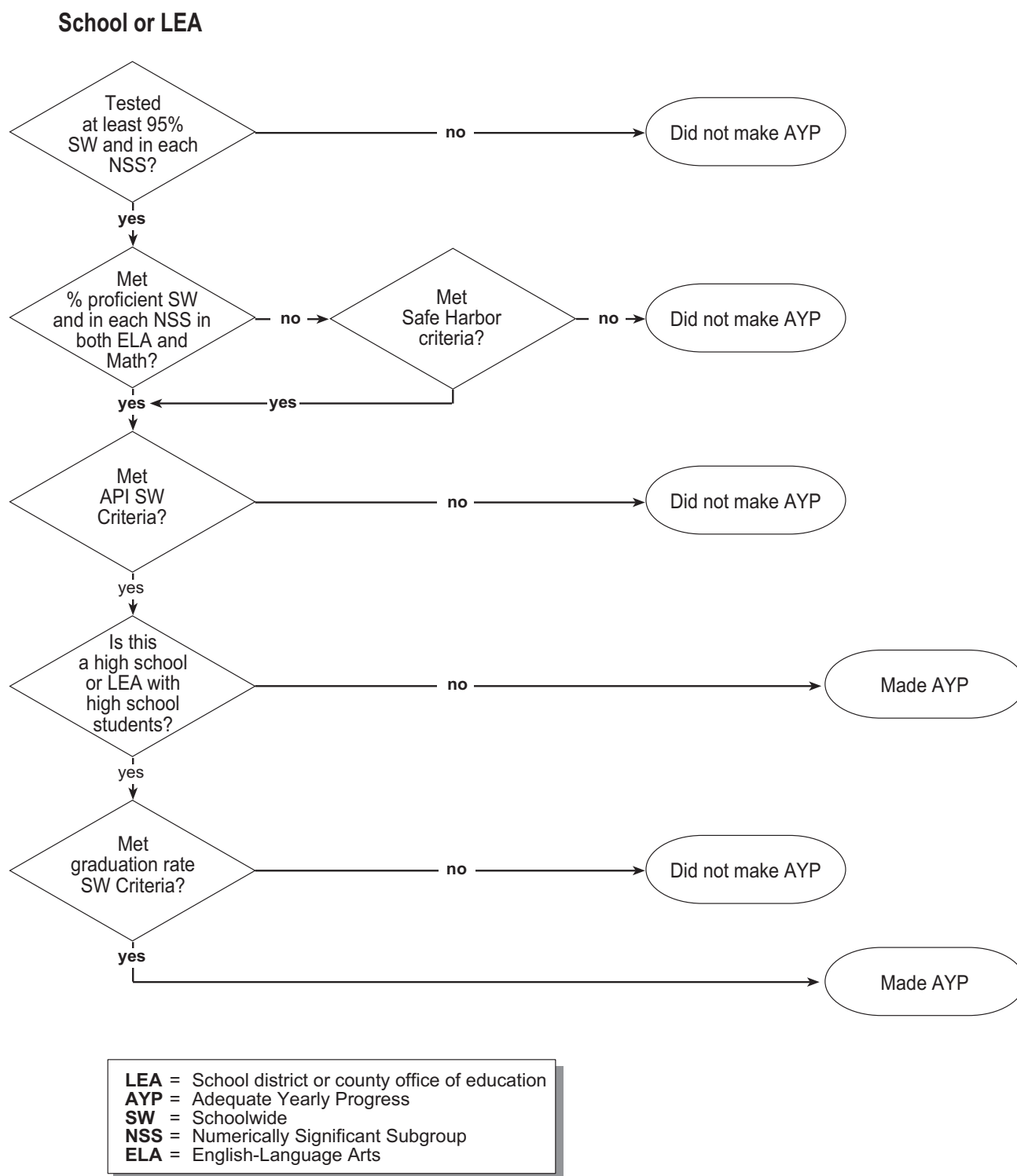
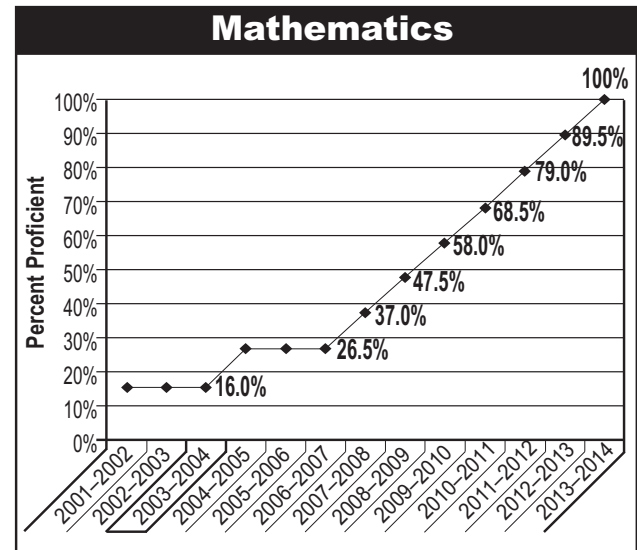
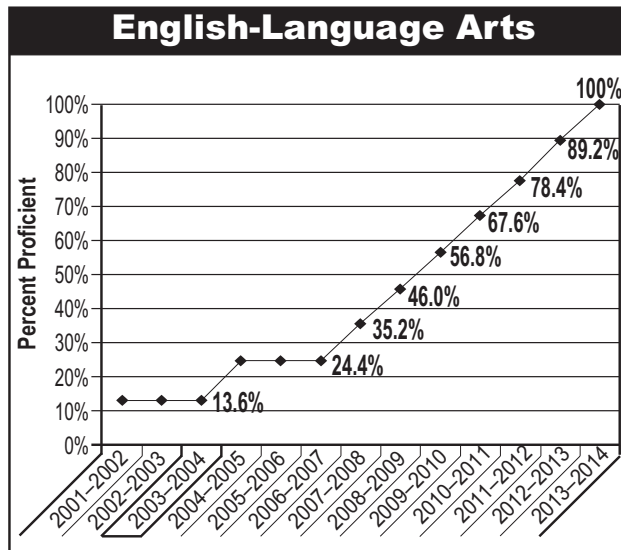


Table 2. AYP Targets, 2002–2014

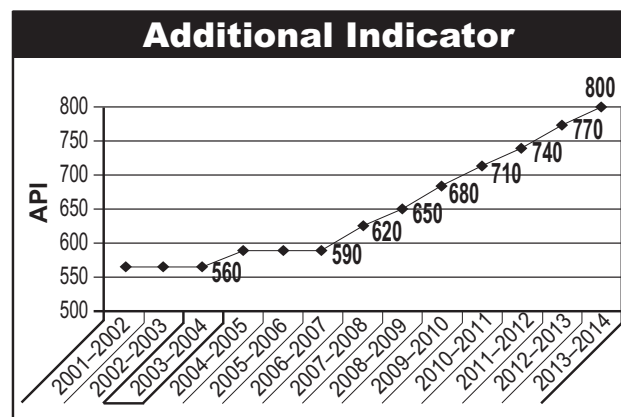
Elementary Schools, Middle Schools, and Elementary School Districts

■ **Participation Rate – 95%** (schoolwide/districtwide and subgroups)

■ **Percent Proficient – Annual Measurable Objectives (AMOs)**
(schoolwide/districtwide and subgroups)¹



■ **Additional Indicator – Growth in the API of at least one point OR a minimum API score**
(schoolwide/districtwide)



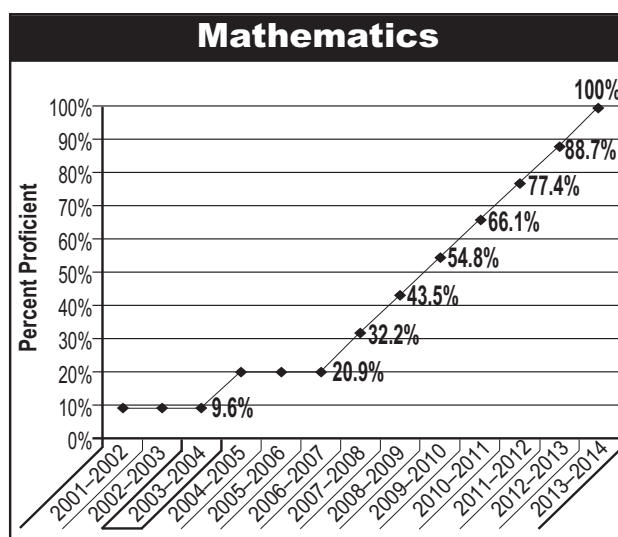
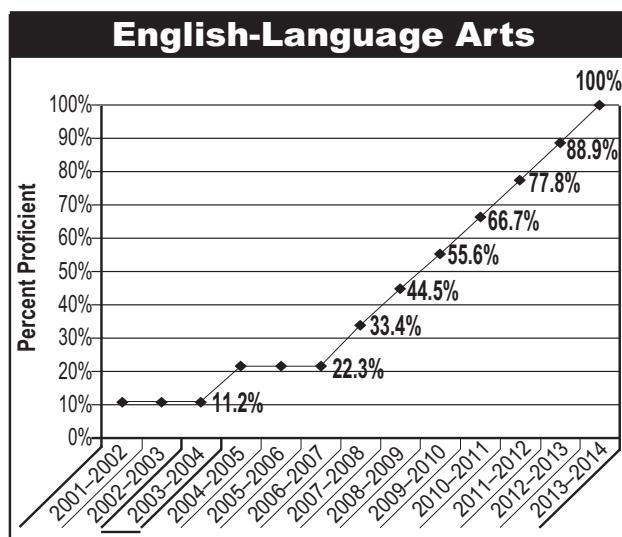
¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state academic standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

Table 3. AYP Targets, 2002–2014 (continued)

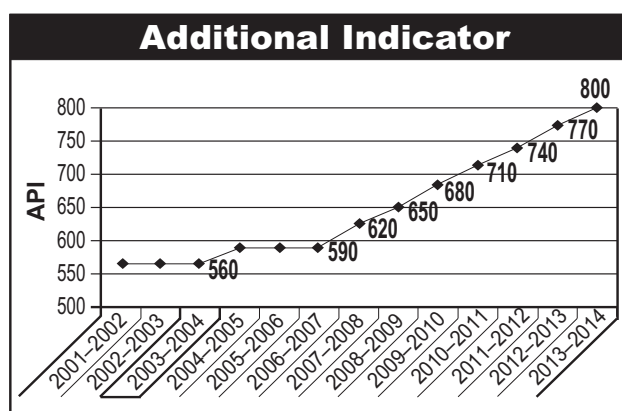
High Schools and High School Districts
(with students in any of grades nine through twelve)

■ **Participation Rate – 95%** (schoolwide/districtwide and subgroups)

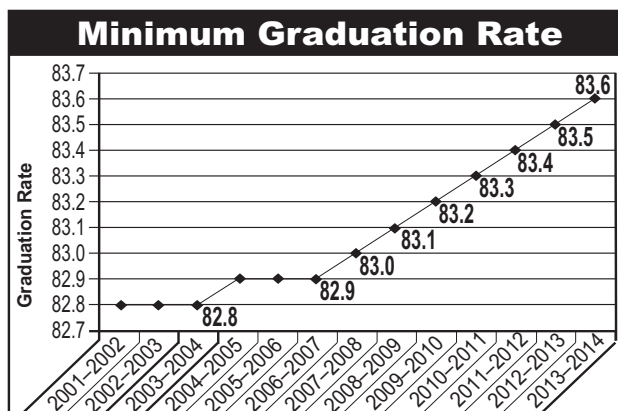
■ **Percent Proficient – Annual Measurable Objectives (AMOs)**
(schoolwide/districtwide and subgroups)¹



■ **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/districtwide)



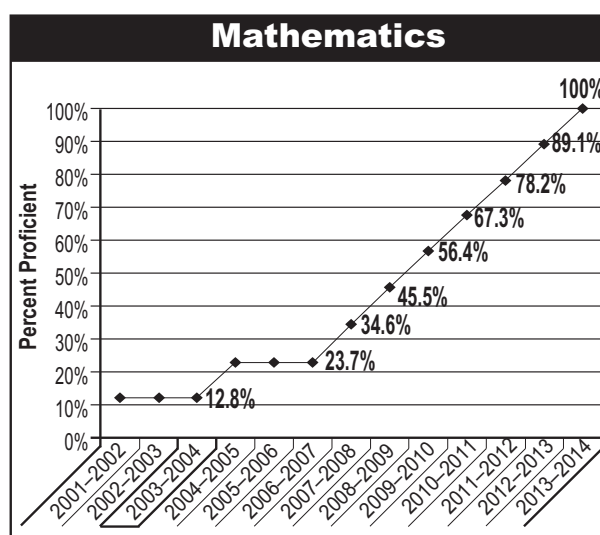
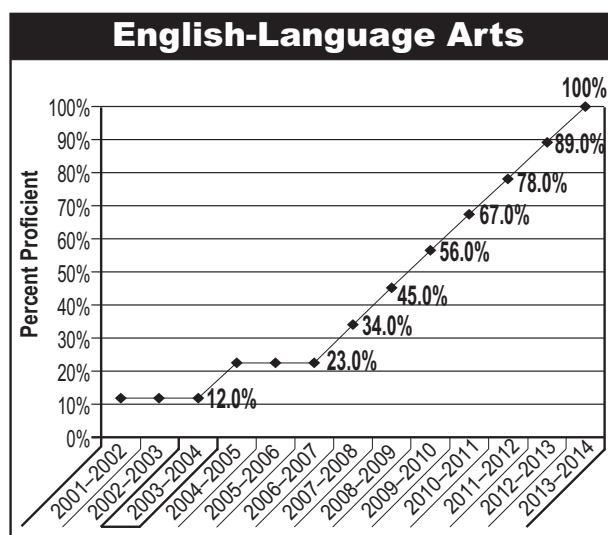
■ **Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate**



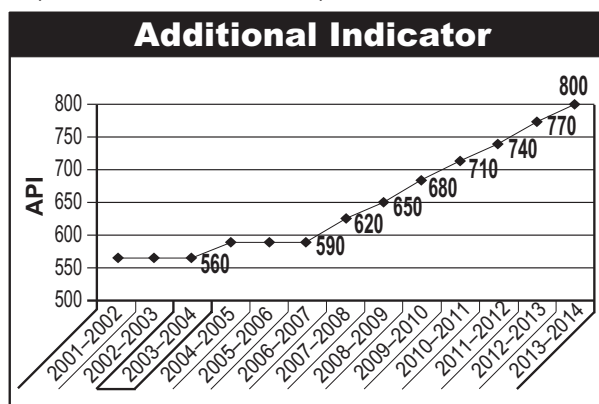
¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state academic standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

Table 4. AYP Targets, 2002–2014 (continued)
Unified School Districts, High School Districts,
and County Offices of Education (COEs)
 (with students in any of grades two through eight and nine through twelve)

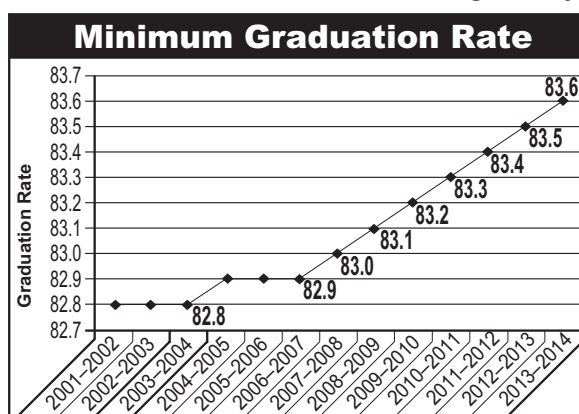
- **Participation Rate – 95%** (districtwide, COE-wide, and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (districtwide, COE-wide, and subgroups)¹



- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (districtwide, COE-wide)



- **Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate**



¹ AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state academic standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

2004 AYP Specific Criteria

NCLB mandates that all students tested on statewide assessments in English-language arts and mathematics perform at proficient or above on these assessments by 2014. Table 5 lists the content areas and grade levels of the assessments used in determining the participation rate and the percent proficient for AYP.

Table 5. Assessments Used in AYP Calculations

2004 Standardized Testing and Reporting (STAR) Program
<ul style="list-style-type: none"> ■ California Standards Tests (CSTs) <ul style="list-style-type: none"> • The California Standards Test in English-language arts (CST ELA), grades two through eight, including a writing assessment at grades four and seven. • The California Standards Test in Mathematics, grades two through seven, and grade eight for the following course-specific tests: <ul style="list-style-type: none"> – General mathematics – Algebra I – Geometry – Algebra II – Integrated Mathematics 1, 2, or 3 • The California Alternate Performance Assessment (CAPA) in English-language arts and mathematics, grades two through eight and ten.
2004 California High School Exit Examination (CAHSEE)
<ul style="list-style-type: none"> ■ The CAHSEE, administered in February and March 2004 (and May for makeup exams), grade ten. The CAHSEE covers English-language arts and mathematics.

Tables 6 and 7 summarize the AYP criteria for 2004. Table 6 displays the “standard” criteria, which apply to a school, LEA, or numerically significant subgroup that has at least 100 students enrolled on the first day of testing and/or at least 100 valid test scores. Table 7 displays the criteria for a small school, LEA, or subgroup that has fewer than 100 students enrolled the first day of testing and/or fewer than 100 valid test scores. For definitions of “Enrollment First Day of Testing,” “Number Tested,” “Number Valid Scores,” and “Number Proficient or Above,” see “Inclusion/Exclusion Rules” in Table 27 beginning on page 66.

Table 6. 2004 AYP Targets, Standard Criteria

Standard Criteria (School, LEA, or subgroup has at least 100 enrolled first day of testing and/or at least 100 valid scores)	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient on Statewide Assessments		Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate Indicator
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups		For schools and LEAs	For schools and LEAs
	ELA and Math	ELA	Math		
Schools					
Elementary or Middle Schools	95% (rounded DOWN to nearest whole number)	13.6%	16.0%	560 API or 1 point growth	N/A
High Schools	95% (rounded DOWN to nearest whole number)	11.2%	9.6%	560 API or 1 point growth	Meet at least one: • 82.8% • +0.1% one-year change • +0.2% two-year average change
LEAs					
Elementary School Districts	95% (rounded DOWN to nearest whole number)	13.6%	16.0%	560 API or 1 point growth	N/A
High School Districts (with students in any of grades 9–11)	95% (rounded DOWN to nearest whole number)	11.2%	9.6%	560 API or 1 point growth	Meet at least one: • 82.8% • +0.1% one-year change • +0.2% two-year average change
Unified and High School Districts and COEs (with students in any of grades 2–8 and 9–11)	95% (rounded DOWN to nearest whole number)	12.0%	12.8%	560 API or 1 point growth	Meet at least one: • 82.8% • +0.1% one-year change • +0.2% two-year average change

NOTE:

- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP and does not meet or exceed an API of 560 for its numerically significant, socioeconomically disadvantaged subgroup.
- AYP criteria will increase in 2005.

Table 7. 2004 AYP Targets, Small School/LEA/Subgroup Criteria

Small school/LEA/ subgroup criteria	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient on Statewide Assessments	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate	
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups	For schools and LEA	For schools and LEAs	
	ELA and Math	ELA and Math			
Small School, LEA, or Subgroup	<u>51–99 enrolled first day of testing</u> 95% (rounded UP to nearest whole number) OR <u>50 enrolled first day of testing</u> Must test at least 47 students OR <u>1–49 enrolled first day of testing</u> Participation rate criteria do not apply.	<u>Fewer than 100 valid scores</u> For a school or LEA: Confidence Interval Adjusted AMO Table (see Table 10 on page 40) For a numerically significant subgroup: Standard Criteria (see Table 6 on page 34)	<u>11 or more valid scores</u> 560 API or 1 point growth OR <u>Fewer than 11 valid scores</u> Confidence Interval Adjusted API Table	<u>Fewer than 100 enrolled on first day of testing and/or fewer than 100 valid scores</u> Meet at least one: • 82.8% • +0.1% one-year change • +0.2% two-year average change OR If no graduation rate is available or the primary mission of the school is to return students to the regular classroom in a comprehensive high school, an alternate method is used. (See "Alternate Methodologies" on page 51)	
	A subgroup is numerically significant if it has:	For schools or LEAs with 100 or more students enrolled first day of testing: • 100 or more students enrolled first day of testing OR • 50 or more students enrolled first day of testing who make up at least 15 percent of the total population	For schools or LEAs with 100 or more valid test scores: • 100 or more students with valid scores OR • 50 or more students with valid scores who make up at least 15 percent of the total valid scores	N/A	N/A
		A school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.			

NOTE:

- Participation rates for schools, LEAs, or subgroups with 1–49 students enrolled first day of testing is printed on the report, but "N/A" is printed in the "Met 2004 AYP Criteria" column.
- Percent proficient numbers and rates and APIs for schools or LEAs with fewer than 11 valid scores are shown as "N/A" on the report, but results are printed in the "Met 2004 AYP Criteria" column.
- A Title I school will be identified for PI status when it does not make AYP for two consecutive years in specific areas.
- An LEA receiving Title I funds will be identified for PI status when, for two consecutive years, it does not make AYP and does not meet or exceed an API of 560 for its numerically significant, socioeconomically disadvantaged subgroup.
- AYP criteria will increase in 2005.

Requirement 1: Participation Rate

2004 Participation Rate, Standard Criteria

NCLB requires a 95 percent participation rate in the percentage of students tested in order to make AYP. This requirement is applied separately for schools, LEAs, and numerically significant subgroups for each content area (ELA and mathematics).

The standard criteria is a participation rate of 95 percent, rounded DOWN to the nearest whole number, which is applied to a school, LEA, or subgroup with 100 or more students enrolled on the first day of testing.

2004 Participation Rate, Small School/LEA Criteria

For small schools, LEAs, and subgroups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled on the first day of testing, the participation rate requirement does not apply. If the school or LEA has 50 enrolled on the first day of testing, at least 47 students must be tested to meet the participation rate criteria. If the school, LEA, or subgroup has between 51 to 99 students enrolled on the first day of testing, the participation rate requirement is 95 percent, rounded UP to the nearest whole number.

Table 8 shows the formulas for calculating the participation rate. New federal regulations regarding additional flexibility for states in AYP calculations were announced in June 2004. These policies included allowing multi-year averaging for calculating the participation rate for AYP. For California's 2004 AYP, a two-year average participation rate (2003 and 2004) will be considered for schools, LEAs, and subgroups that have not met the 2004 participation rate criteria using a one-year formula. First, the one-year participation rate is calculated. This is the only rate that is printed on all reports. The method of calculating the one-year rate varies according to the number of students enrolled on the first day of testing. If a school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the one-year rate calculation, the two-year participation rate is calculated. A "Yes2" result in the "Met 2004 AYP Criteria" column of the report means the criteria were met using the two-year participation rate.

Table 8. Formulas for 2004 AYP Participation Rate

Participation rates are determined based on enrollment on the first day of testing, not on the number of valid scores. This is true for schools, LEAs, and numerically significant subgroups.

	One Year Participation Rate Calculation				Two Year Participation Rate Calculation
	A	B	C	D	E
If the school, LEA, or subgroup has:	100 or more enrolled first day of testing	50–99 enrolled first day of testing	50 enrolled first day of testing	1–49 enrolled first day of testing (participation rate is printed on report but participation rate criteria do not apply)	Did not meet 95% minimum using one-year rate calculation
Then, the numerator is:	Sum of the number of students tested on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10				Add Column A or B numerator for 2004 to numerator for 2003 (2003 used same formula)
And the denominator is:	Sum of the STAR enrollment first day of testing, grades 2–8, and CAHSEE enrollment, grade 10				Add Column A or B denominator for 2004 to denominator for 2003 (2003 used STAR enrollment, grades 2–8 and 10)
The rounding method is:	Round DOWN to the nearest whole number	Round UP to the nearest whole number			Use Column A or B rounding method according to number of enrollment
The criteria used for participation rate are:	95%	95%	Minimum 47 tested	Participation rate requirement does not apply.	95%

School reports where LEA data are used to determine percent proficient or above (alternate methodologies A and C on page 51) are not subject to participation rate criteria.

Requirement 2: Percent Proficient – Annual Measurable Objectives (AMOs)

NCLB mandates that all students perform at the proficient level or above on statewide assessments in English-language arts and mathematics by 2014. California's Annual Measurable Objectives, or AMOs, are the minimum percentages of students who are required to meet or exceed the proficient level on the statewide assessments used for AYP. The AMOs rise almost every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above (see Tables 2, 3, and 4 on pages 30–32).

Table 9 shows California's 2004 percent proficient (AMO) criteria for schools or LEAs with at least 100 valid test scores or for numerically significant subgroups (standard criteria).

Table 9. 2004 Percent Proficient, Standard Criteria

Standard Criteria (school or LEA has at least 100 valid scores; subgroup has at least 1 valid score)	Percent Proficient or Above On the CST, CAHSEE, and CAPA for 2004	
	English-Language Arts	Mathematics
Schools		
Elementary and Middle Schools	13.6	16.0
High Schools	11.2	9.6
LEAs		
Elementary School Districts	13.6	16.0
High School Districts (with grade level 9–11 only)	11.2	9.6
Unified School Districts High School Districts, and COEs (with grade levels 2–8 and 9–11)	12.0	12.8

Note: These AMO criteria are not statewide averages; they represent that value at the 20th percentile of schools in 2002 weighted by enrollment, a method prescribed by No Child Left Behind (NCLB). Percent proficient criteria will increase in 2005. COEs = county offices of education.

It is important to note that the percent proficient criteria for **schools** in a unified school district **differ** from the **district's** criteria. The percent proficient criteria for the state are the same as for a unified school district.

2004 Percent Proficient, Small School/LEA Criteria

All schools and LEAs receive an AYP report, including those in the Alternative Schools Accountability Model (ASAM), small schools, small school districts, and small county offices of education. Schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. Subgroups with fewer than 100 valid scores use the standard criteria (see Table 9 shown above).

Table 10 shows the number of scores a school or LEA needs at proficient or above in order to meet the adjusted AMO criteria for 2004. The table was generated by using the standard error of the proportion to construct a confidence interval around the school's observed proportion ("proficient or above"), based on a 95 percent confidence interval for each school. This confidence interval covers 1.64 standard deviation units above and below the school's observed proportion. If the percent proficient

falls within this range, it cannot be considered statistically different enough from the school's observed proportion; therefore, the school scored high enough to meet the percent proficient. The percent proficient has been converted into the number of proficient or above scores to facilitate the use of the table. Finally, the table has been adjusted to smooth the transition at the upper range of valid scores so that there is not an abrupt jump in the percent proficient targets when moving from 99 to 100 valid scores.

Table 10. Confidence Interval Adjusted AMO Table

To use the table, determine the number of valid scores available in a content area. Then reference the appropriate percent proficient, or AMO criteria, at the top of the table to determine the number of scores at or above proficient that are needed to meet the criterion. Refer to Table 9 on page 38 for the appropriate percent proficient (AMO) for your school or LEA.

Number Valid Scores	Percent Proficient (AMO) Criteria					
	9.6%	11.2%	12.0%	12.8%	13.6%	16.0%
1-17	0	0	0	0	0	0
18	0	0	0	0	0	1
19	0	0	0	0	0	1
20	0	0	0	0	0	1
21	0	0	0	0	1	1
22	0	0	0	1	1	1
23	0	0	0	1	1	1
24	0	0	1	1	1	1
25	0	0	1	1	1	1
26	0	1	1	1	1	1
27	0	1	1	1	1	1
28	0	1	1	1	1	2
29	0	1	1	1	1	2
30	1	1	1	1	1	2
31	1	1	1	1	1	2
32	1	1	1	1	1	2
33	1	1	1	1	2	2
34	1	1	1	1	2	2
35	1	1	1	1	2	2
36	1	1	1	2	2	2
37	1	1	1	2	2	2
38	1	1	2	2	2	3
39	1	1	2	2	2	3
40	1	1	2	2	2	3
41	1	2	2	2	2	3
42	1	2	2	2	2	3
43	1	2	2	2	2	3
44	1	2	2	2	2	3
45	1	2	2	2	3	3
46	1	2	2	2	3	3
47	1	2	2	3	3	4
48	2	2	2	3	3	4
49	2	2	2	3	3	4
50	2	2	2	3	3	4
51	2	2	3	3	3	4
52	2	2	3	3	3	4
53	2	2	3	3	3	4
54	2	2	3	3	3	4
55	2	3	3	3	4	5
56	2	3	3	3	4	5
57	2	3	3	3	4	5
58	2	3	3	3	4	5

Number Valid Scores	Percent Proficient (AMO) Criteria					
	9.6%	11.2%	12.0%	12.8%	13.6%	16.0%
59	2	3	3	4	4	5
60	2	3	3	4	4	5
61	2	3	3	4	4	5
62	2	3	3	4	4	5
63	2	3	4	4	4	6
64	3	3	4	4	4	6
65	3	3	4	4	5	6
66	3	3	4	4	5	6
67	3	4	4	4	5	6
68	3	4	4	4	5	6
69	3	4	4	5	5	6
70	3	4	4	5	5	6
71	3	4	4	5	5	7
72	3	4	4	5	5	7
73	3	4	4	5	5	7
74	3	4	5	5	5	7
75	3	4	5	5	6	7
76	3	4	5	5	6	7
77	3	4	5	5	6	7
78	3	4	5	5	6	7
79	4	4	5	5	6	8
80	4	5	5	6	6	8
81	4	5	5	6	6	8
82	4	5	5	6	6	8
83	4	5	5	6	6	8
84	4	5	5	6	6	8
85	4	5	6	6	7	8
86	4	5	6	6	7	8
87	4	5	6	6	7	9
88	4	5	6	6	7	9
89	4	5	6	6	7	9
90	4	5	6	7	7	9
91	4	5	6	7	7	9
92	4	6	6	7	7	9
93	5	6	6	7	7	9
94	5	6	6	7	8	10
95	5	7	7	8	9	11
96	6	8	8	9	10	12
97	7	9	9	10	11	13
98	8	10	10	11	12	14
99	9	11	11	12	13	15
100	10	12	12	13	14	16

Table 11. Formulas for 2004 AYP Percent Proficient

Percent proficient is calculated for English-language arts and mathematics.

	Percent Proficient Calculation	
	A	B
If the school or LEA has:	100 or more valid test scores	Fewer than 100 valid test scores
If the subgroup has:	1 or more valid test scores	N/A
Then, the numerator is:	Sum of the number valid proficient or above scores on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10	N/A
And the denominator is:	Sum of the total number valid scores on CST, grades 2–8; CAHSEE, grade 10, and CAPA, grades 2–8 and 10	N/A
The rounding method is:	Round DOWN to the nearest tenth place	N/A
The criteria used for percent proficient are:	Vary by school and LEA type (see Table 9 on page 38)	Use Confidence Interval Adjusted AMO Table (see Table 10 on page 40)

Note: Valid scores are test takers who are not mobile (see also “Inclusion/Exclusion Rules” on page 67).

Requirement 3: API as Additional Indicator

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. Progress on the API is defined differently for AYP than for the state API requirements.

Table 12. 2004 API as Additional Indicator, Standard Criteria

Standard Criteria (School or LEA has at least 11 valid scores)	To meet API Additional Indicator requirements for the 2004 AYP:	School or LEA must: ■ Show growth of at least one point for 2003–04 OR ■ Have a 2004 API Growth score of at least 560
--	--	---

For example, a school with a Base API of 493 that grew to 494 on its Growth API would meet the criteria for the additional indicator under AYP. These requirements apply at the school and LEA levels but do not apply to subgroups unless “safe harbor” is applied (see “Safe Harbor” on page 47).

2004 API as Additional Indicator, Small School/LEA Criteria

Small schools and small LEAs with under 11 valid scores have adjusted API criteria for AYP reporting. Table 13 shows the adjusted API criteria for 2004 AYP.

Table 13. Confidence Interval Adjusted API Table

Small School and LEA Criteria (School or LEA has fewer than 11 valid scores)	Number of Valid Scores	Minimum API
	10	418
	9	410
	8	401
	7	390
	6	376
	5	359
	4	335
	3	300
	2	242
	1	any

Note: For a school or LEA with fewer than 11 valid scores, APIs will not be shown on the report. Instead, an “N/A” will be printed on the report; however, whether or not the LEA or school met the API criteria is still printed.

Requirement 4: Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all high schools and LEAs with high school students.

Table 14. 2004 Graduation Rate Criteria

<p>To meet Graduation Rate Criteria for the 2004 AYP:</p>	<p>School or LEA must:</p> <ul style="list-style-type: none"> ■ Option 1: have a 2004 graduation rate of at least 82.8 OR ■ Option 2: show improvement in the graduation rate from 2003 to 2004 of at least 0.1 OR ■ Option 3: show improvement in the average two-year graduation rate of at least 0.2
--	--

The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2004). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (i.e., class of 2002–03). Note that the AYP graduation rate data on the report are one year older than other data on the AYP report. These data are from the California Basic Educational Data System (CBEDS).

Calculating 2004 AYP Graduation Rate

California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (i.e., high school graduates) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” is defined in the CBEDS.

Table 15. Four-Year Graduation Rate Formula for NCLB

High School Graduates, year 4

[High School Graduates, year 4
+ (Grade 9 Dropouts, year 1 +
Grade 10 Dropouts, year 2 +
Grade 11 Dropouts, year 3 +
Grade 12 Dropouts, year 4)]

In Table 15, year 4 is the latest year, while year 1 refers to three years prior. For example, in the graduation rate for 2004, year 4 would be 2002–03 data, and year 1 would be 1999–00 data.

Exhibit 5. Example of Graduation Rates

These rates are reported on the CDE Web site at <https://data1.cde.ca.gov/dataquest/>.

The screenshot shows a web browser window titled "Adequate Yearly Progress Report". The address bar shows a URL from the California Department of Education. The page content includes a sidebar with navigation links (Favorites, History, Search, Scrapbook, Page Holder) and a main area with the following information:

California Department of Education
Educational Demographics Unit

Graduation Rates Based on NCES Definition - District Report

Select Year: **2002-03** Report: **Graduation Rates Based on NCES Definition by District (with school data)**

Select District: **9898765--POLARIS UNIFIED**

Data sources: [FAQs](#)

School	Dropouts Gr.9 (99-00)	Dropouts Gr.10 (00-01)	Dropouts Gr.11 (01-02)	Dropouts Gr.12 (02-03)	Dropouts Gr.9 (98-99) through Gr.12 (02-03)	Grade 12 Graduates (02-03)	Graduation rate*
SUNSET HIGH	119	41	9	3	172	508	74.7
SATURN HIGH	52	23	12	27	114	498	81.4
NORTH STAR HIGH	20	15	5	0	40	537	93.1
JUPITER HIGH (CONT.)	1	7	11	3	22	0	n/a
DISTRICT TOTAL:	192	86	37	33	348	1,543	81.6
COUNTY TOTAL:	5,000	3,875	4,137	3,930	16,942	79,509	82.4
STATE TOTAL:	12,006	11,034	11,632	14,313	48,985	325,928	86.9

*Graduation Rate Formula is based on the NCES definition:

$$\frac{\text{Number of Graduates (Year 4)}}{\text{Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)}}$$

Data Sources:

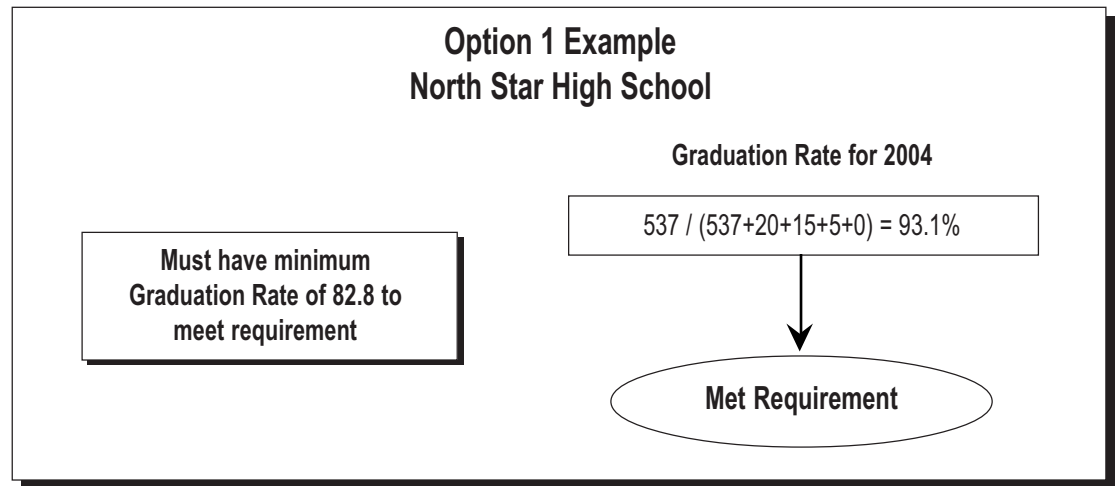
Dropouts Gr.9 (99-00) - CBEDS October 2000
 Dropouts Gr.10 (00-01) - CBEDS October 2001
 Dropouts Gr.11 (01-02) - CBEDS October 2002
 Dropouts Gr.12 (02-03) - CBEDS October 2003
 Grade 12 Graduates (02-03) - CBEDS October 2003

Exhibit 5 shows an example of the graduation rate report for a school district. On this report, the graduation rate is listed according to the school year of the graduating class (i.e., class of 2002–03). However, the graduation rate for AYP purposes is defined according to the year of AYP reporting. Therefore, the “2002–03” graduation rate shown in the sample report (showing class of 2002–03 data) is referred to as the “graduation rate for 2004” for AYP purposes.

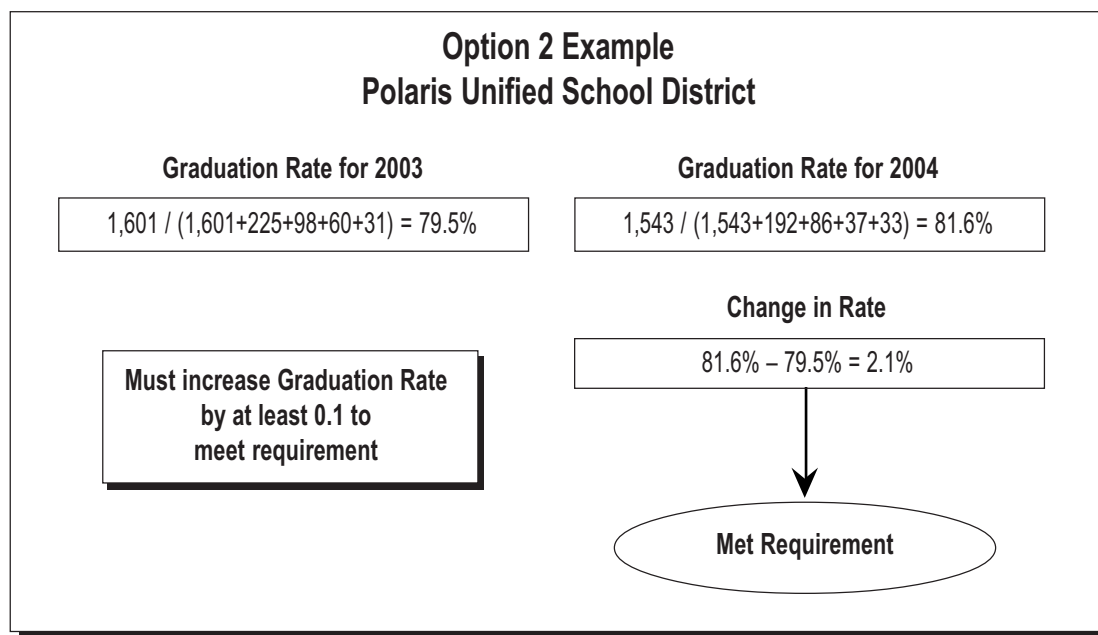
Using these data and the four-year NCLB formula for calculating the graduation rate, Figures 2 through 4 show the three optional methods for meeting 2004 AYP graduation rate criteria. Option 1 is an example of North Star High School. Option 2 is an example of Polaris Unified School District. Option 3 is an example of Saturn High School.

Examples of Three Methods for Meeting 2004 AYP Graduation Rate Criteria

Figure 2. Example of Option 1: Graduation Rate of 82.8 or Above

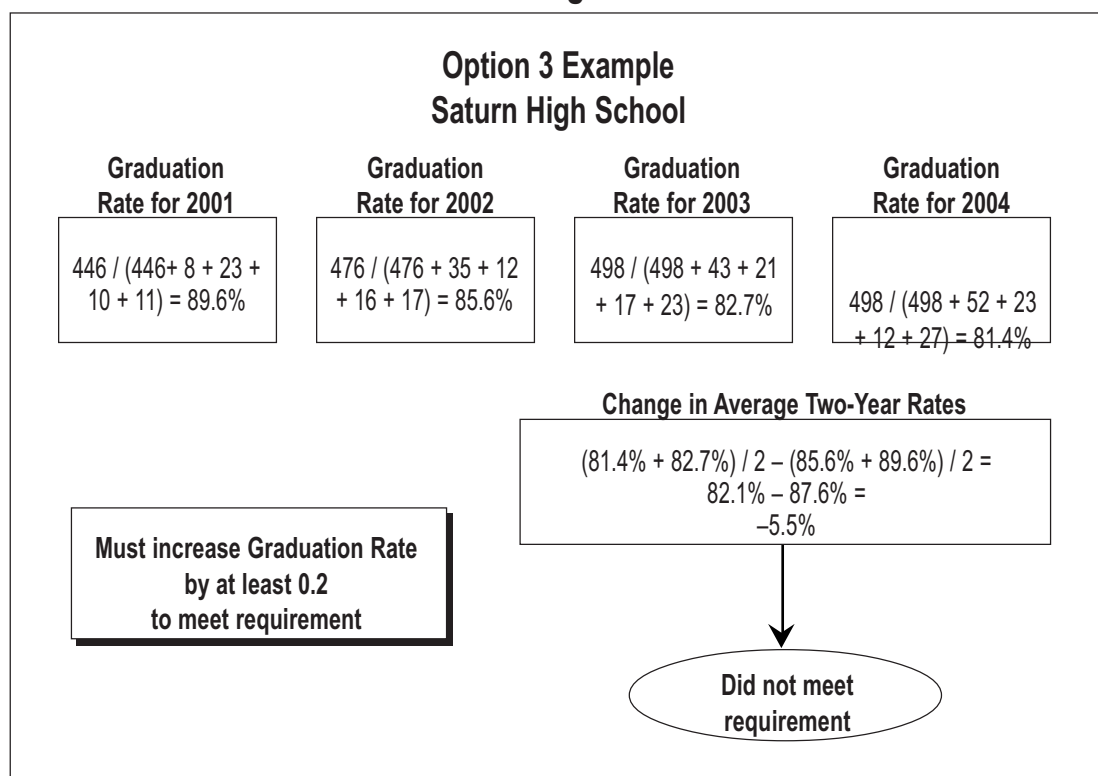


In the example in Figure 2, North Star High School met its 2004 AYP criteria for graduation rate under option 1 because the rate for 2004 was 93.1, which exceeds the minimum rate of 82.8.

Figure 3. Example of Option 2: Gain in Rate of At Least 0.1

In the example in Figure 3, Polaris Unified School District met its 2004 AYP criteria for graduation rate under option 2 because the rate change from 2003 to 2004 was 2.1, which exceeds the minimum requirement of a 0.1 gain.

**Figure 4. Example of Option 3:
Gain in Two-Year Average Rate of At Least 0.2**



In the example in Figure 4, Saturn High School did not meet its 2004 AYP criteria for graduation rate under option 3 because the change in the average of the two-year rates was -5.5 , which does not meet the minimum requirement of a 0.2 gain.

Schools meet the graduation rate criteria by meeting the requirements of any one of the three options.

Safe Harbor

NCLB contains a “safe harbor” provision for meeting AYP in some circumstances. The safe harbor criteria will be applied in the 2004 Accountability Progress Reports update, scheduled to be reported in September 2004. Safe harbor is an alternate method of meeting AYP if a school, LEA, or subgroup is showing progress in moving students from scoring below proficient to proficient or above on STAR, CAHSEE, and/or CAPA examinations. In the event that a school, LEA, or student subgroup does not meet its AMO criteria in either or both content areas, AYP may be achieved if **all** of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below proficient in either English-language arts (ELA) or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.

- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had an API Growth of 560 or more.

The graduation rate also may be used as an indicator for safe harbor for high schools.

Table 16. Example of Safe Harbor
Elementary School with 200 Students Tested and
No Significant Subgroups for Either 2003 or 2004 Testing

Year of AYP	Math				ELA				Additional Indicator (API)	Participation Rate
	Schoolwide Proficient or Above				Schoolwide Proficient or Above					
	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient		
2003	10	190	5.00%	95.00%	28	172	14.00%	86.00%	400	96%
2004	31	169	15.50%	84.50%	29	171	14.50%	85.50%	410	96%
Difference	21	-21	10.50%	-10.50%	1	-1	0.50%	-0.50%	10	N/A

For 2003 through 2004, the elementary school AMO criteria for Math is 16.0% and the AMO criteria for ELA is 13.6%. The criteria will increase in 2005.

In this example of safe harbor, the school shows 5 percent of its students scoring proficient or above schoolwide in 2003 in mathematics. The school does not make AYP in that year because 5 percent is below the AMO criteria of 16 percent. In 2004, the percent proficient or above in mathematics increases to 15.5 percent, which is still below the 16 percent criteria. Except for mathematics, however, the school met all the other criteria for making AYP. (It made its AMO in ELA because 14.5 percent is greater than the 13.6 percent criteria, its API increased by at least one point, and the 95 percent participation rate was met.) The school would not ordinarily make AYP in 2004 because 15.5 percent is below the AMO of 16 percent for mathematics. However, the school's percentage below proficient decreased by the safe harbor requirement of at least 10 percent in mathematics. Therefore, the school meets AYP according to safe harbor because the percentage of students performing below proficient decreased by at least 10 percent from the preceding school year in mathematics, the content area in which AMO was not met, and it met its other AYP criteria (additional indicator API and participation rate).

Numerically Significant Subgroups

AMO and participation rate criteria must be met at the school and LEA levels and by each numerically significant subgroup at the school, LEA, and state in each content area (ELA and mathematics). Reporting occurs for subgroups with at least 11 valid scores, but schools and LEAs are held accountable only for subgroups of 100 students or 50 students who represent at least 15 percent of the students to be tested.

Table 17. Definitions of Subgroups Used in AYP

<p>A subgroup is “numerically significant” for AYP if it has:</p>	<p>Participation Rate (schools or LEAs with 100 or more students enrolled first day of testing)</p> <ul style="list-style-type: none"> ■ 100 or more students enrolled first day of testing <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students enrolled first day of testing who make up at least 15 percent of the total population <p>Percent Proficient (AMOs) (schools or LEAs with 100 or more valid scores)</p> <ul style="list-style-type: none"> ■ 100 students or more with valid scores <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ 50 or more students with valid scores who make up at least 15 percent of the total valid scores <p>Note: A school or LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator.</p>
<p>Subgroups used in AYP calculations include:</p>	<ul style="list-style-type: none"> ■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged ■ English Learner ■ Student with Disabilities
<p>“Socioeconomically Disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> ■ A student whose parents both have not received a high school diploma <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
<p>“English Learner” is defined as:</p>	<ul style="list-style-type: none"> ■ English Learner (EL) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ■ Re-designated-fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST ELA for three years
<p>“Student with Disabilities” is defined as:</p>	<p>A student who receives special education services and has a valid disability code</p>

Note: These data are based on student answer documents from the spring STAR Program and CAHSEE administration.

In calculating AYP for the EL subgroup for a school or LEA, RFEPs are included in calculating the participation rate and AMOs for the “English Learner” subgroup. However, RFEPs are not counted when determining whether the EL subgroup meets the minimum group size to be numerically significant. Also, results of ELs who were first enrolled in a U.S. school in the spring of 2004 are not included in the count of valid scores or in the count of proficient and above (see also “Inclusion/Exclusion Rules” on page 67).

It is possible that a student subgroup in an LEA or school may be numerically significant for the purpose of calculating participation rates but not for proficient or above percentages. It is also possible, though less likely, that a student subgroup in an LEA or school may be numerically significant for the purpose of calculating the percent proficient or above but not for participation rates.

Schools or LEAs with No Students in Grade Levels Tested

NCLB requires that all schools be included in AYP reporting. Not all schools contain grades for which AYP data are collected. A number of alternate methodologies to combine and report data, therefore, were required for the 2004 Accountability Progress Reports.

Only schools and LEAs with 2004 STAR Program results in grades two through eight or CAHSEE results in grade 10 were processed for participation rates and percent proficient according to the standard procedures. Other schools and LEAs were evaluated using alternate methodologies.

Only schools and LEAs with 2004 STAR Program or CAHSEE results were processed for API using standard procedures. Other schools and LEAs were evaluated using alternate methodologies.

Only schools and LEAs with 2004 graduation rates (class of 2002–2003) had the graduation rates calculated using standard procedures. High schools without 2004 graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school were evaluated using alternate methodologies.

Alternate methodologies are listed in Table 18.

Table 18. Alternate Methodologies

- **Standard:** This includes schools or LEAs with one or more students in the grade levels tested for API or AYP. This method applies to most schools and LEAs.
- **Alternate A:** California testing begins in grade two. For schools with only kindergarten and/or grade one, the scores for the schools to which these students matriculate were used. This is also referred to as “pairing and sharing.”
- **Alternate B:** For high schools or LEAs with no grade ten CAHSEE data for AYP, calculations were based on grade nine or eleven CST data only, if these results were available. For the API, schools or LEAs with only CAPA results have APIs based on CAPA content areas only (ELA and mathematics).
- **Alternate C:** For high schools or LEAs with no grade ten CAHSEE and no grade nine CST results for AYP, calculations were based on district-level or state performance.
- **Alternate D:** In some cases, special calculations were required due to unique situations.

Alternate methodologies were applied to participation rate, AMO, API, and graduation rate calculations in the following manner:

Table 19. Alternate Methodology Codes

Participation Rates	AMOs	APIs	Graduation Rates
S = Standard B = 9th or 11th grade CST results D = Other	S = Standard A = Pair and share B = 9th or 11th grade CST results C = District/state values D = Other	S = Standard A = Pair and share B = CAPA only C = District/state values D = Other	S = Standard A = Pair and share C = District/state values D = Other

School Accountability

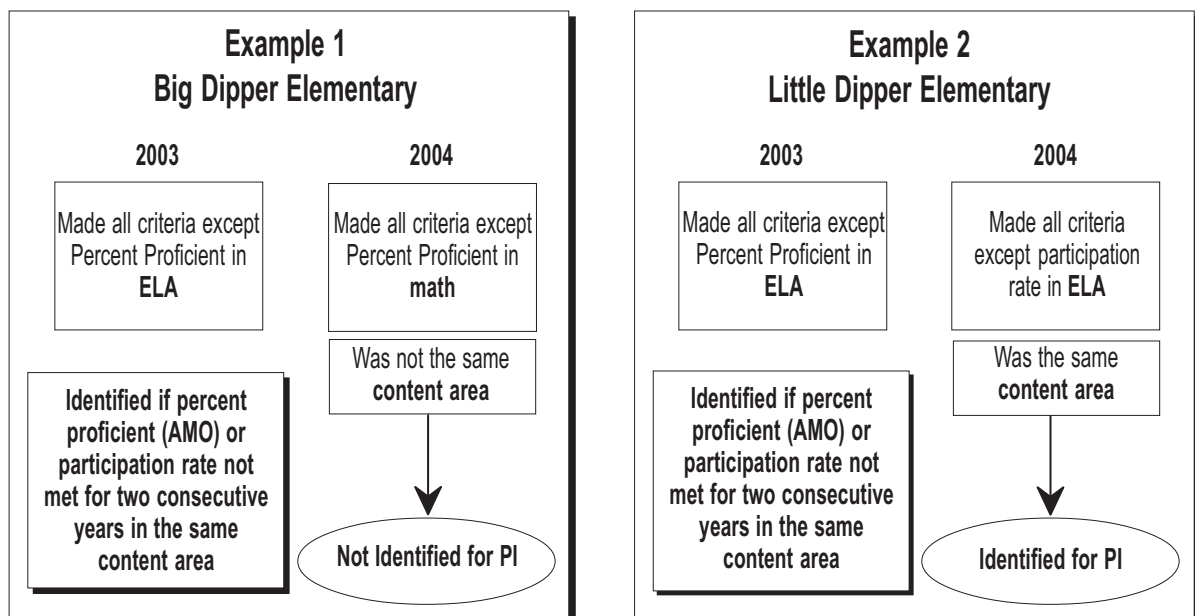
Identification of Schools for Program Improvement (PI)

NCLB requires that schools annually meet Adequate Yearly Progress (AYP) criteria. Schools that receive Title I, Part A, funds will be identified for Program Improvement (PI) if they do not meet AYP criteria for two consecutive years in specific areas. The requirements of NCLB to identify schools for Program Improvement do not apply to non-Title I schools. However, AYP reports provide public reporting of AYP results, and schools and LEAs will need to communicate their progress to their teachers, parents, and students. In addition, schools that do not make AYP will not be eligible for incentive programs such as the California Distinguished Schools Program.

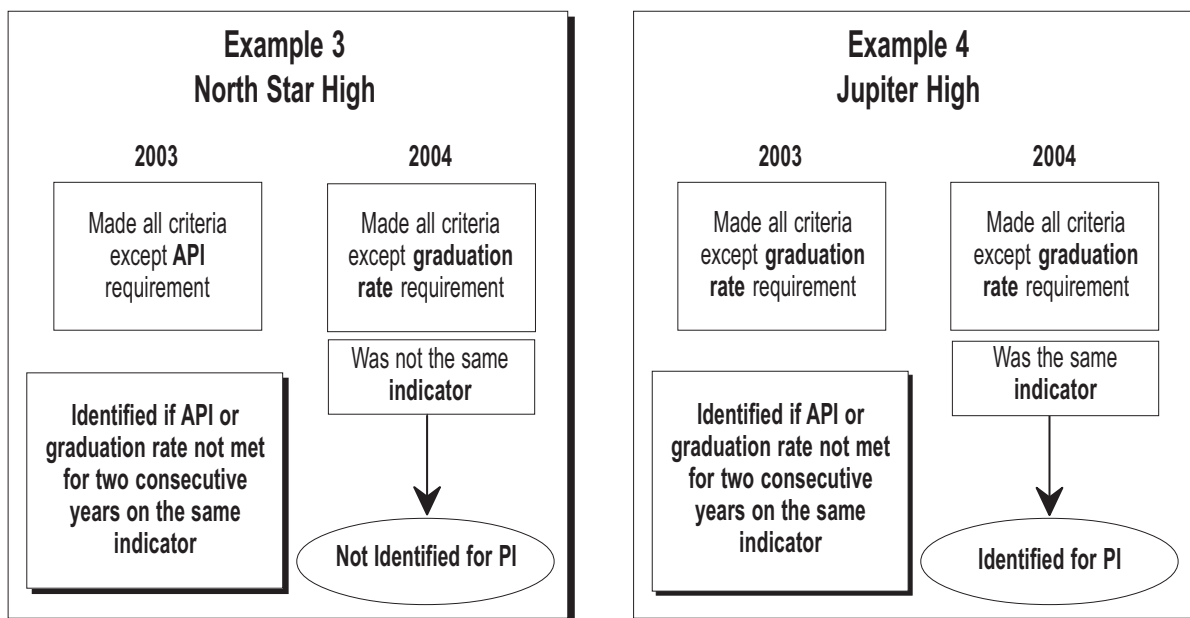
Table 20. 2004 PI Identification Criteria for Title I Schools

<p>A Title I school will be identified for PI when, for each of two consecutive years, the school:</p>	<p>Schoolwide Program (SWP)</p> <ul style="list-style-type: none"> ■ Does not make AYP in the same content area for either participation rate or percent proficient (schoolwide or any numerically significant subgroup) <p>OR</p> <ul style="list-style-type: none"> ■ Does not make AYP on the same indicator for API or graduation rate (schoolwide) 	<p>Targeted Assistance Status (TAS)</p> <ul style="list-style-type: none"> ■ Does not make AYP in the same content area for either participation rate or percent proficient (numerically significant socioeconomically disadvantaged subgroup only) <p>OR</p> <ul style="list-style-type: none"> ■ Does not make AYP on the same indicator for API or graduation rate (schoolwide)
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Figure 5. Four Examples of PI Identification of Title I Schools Same Content Area



Same Indicator



Schools Already in PI

The following are the three options for schools that have been identified for PI.

Advancing in PI

A school that begins the school year in PI status and does not make all AYP criteria for that school year will advance to the next year of PI status. For example, a school that implemented year one of school improvement during the 2003–04 school year and did not make all AYP criteria at the end of that year will advance to year two of school improvement during 2004–05. This school must continue the interventions that began during year one and begin those interventions required in year two.

Maintaining PI Status

A school that begins the school year in PI status and makes all AYP criteria for that school year will maintain the same PI status for the next school year. For example, a school that implemented year one of school improvement during the 2003–04 school year and made all components of the AYP at the end of that year will maintain year one PI status during 2004–05. This school must continue to offer the interventions begun during year one.

Exiting PI

A school will exit PI if it makes AYP for two consecutive years.

A school exiting PI will not be subject to CDE corrective action or other NCLB sanctions.

Table 21. NCLB PI School Requirements Chart

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
		School Improvement				
		Year 1	Year 2	Corrective Action Year 3	Year 4	Restructuring Year 5
Did Not Make AYP	Did Not Make AYP	<p><u>Local Educational Agency (LEA):</u></p> <ul style="list-style-type: none"> • Provide technical assistance to PI school • Notify parents of PI status of school and school choice • Set aside minimum 5% for professional development to meet highly qualified staff requirements • Provide choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs) • Establish peer review process to review revised school plan <p><u>School:</u></p> <ul style="list-style-type: none"> • Revise school plan within 3 months to cover 2-year period • Use 10% of Title I school funds for staff professional development • Implement plan promptly 	<p><u>LEA Continue:</u></p> <ul style="list-style-type: none"> • Technical assistance • Parent notification of PI status of school, school choice, supplemental choice, supplemental services • Professional development • School choice • Supplemental services <p><u>LEA Add:</u></p> <ul style="list-style-type: none"> • Provide supplemental educational services to all eligible students <p><u>School Continue:</u></p> <ul style="list-style-type: none"> • Plan implementation • Professional development 	<p><u>LEA Continue:</u></p> <ul style="list-style-type: none"> • Technical assistance • Parent notification of PI status of school, school choice, supplemental choice, supplemental services • Professional development • School choice • Supplemental services <p><u>LEA Add:</u></p> <p>During Year 4, prepare plan for alternative governance of school. Select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • Reopen school as a charter • Replace all or most staff including principal • Contract with outside entity to manage school • State takeover • Any other major restructuring <p>LEA provides notice to parents and teachers and allows comment.</p> <p><u>School Continue:</u></p> <ul style="list-style-type: none"> • Professional development • Collaboration with district to improve student achievement 	<p><u>LEA Continue:</u></p> <ul style="list-style-type: none"> • Technical assistance • Parent notification of PI status of school, school choice, supplemental choice, supplemental services • Professional development • School choice • Supplemental services <p><u>LEA and School Add:</u></p> <p>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</p>	

LEA Accountability

Identification of LEAs for PI

NCLB Section 1116 (c)(3) requires the California Department of Education (CDE) to annually review the performance of each LEA receiving Title I, Part A funds. The CDE must then identify for Program Improvement (PI) any LEA that has not made Adequate Yearly Progress (AYP) for two consecutive years. The requirements of the NCLB to identify LEAs for Program Improvement do not apply to non-Title I LEAs. However, AYP reports provide public reporting of AYP results, and LEAs will need to communicate their progress to their teachers, parents, and students.

Currently, school districts and county offices of education are LEAs that are eligible to receive Title I, Part A funds. **The State Board of Education at its March 9, 2005 meeting revised the criteria used for identifying LEAs for PI.** The new criteria are:

Table 22. 2004 PI Identification Criteria for LEAs

<p>An LEA receiving Title I, Part A, funds will be identified for PI status when, for each of two consecutive years, the LEA:</p>	<ul style="list-style-type: none"> ■ Does not make AYP* in the same content area (English-language arts [ELA] or mathematics) or on the same indicator (API or graduation rate) <li style="text-align: center;">AND ■ Does not meet AYP criteria in the same content area (ELA or mathematics) in each grade span (grades two through five, grades six through eight, and grade ten)**
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* To make AYP, an LEA must meet the following criteria, based on the aggregation of all student scores:

- 95 percent participation rate in ELA and mathematics LEA-wide and for each numerically significant subgroup.
- Annual Measurable Objectives (AMOs) in ELA and mathematics LEA-wide and for each numerically significant subgroup.
- API as additional indicator criteria LEA-wide.
- Graduation rate criteria LEA-wide for LEAs with high school students.

** To meet AYP criteria for each grade span, an LEA must meet the following criteria, based on the disaggregation of the LEA's results by each grade span:

- 95 percent participation rate in ELA and mathematics for each grade span and for each numerically significant subgroup in that grade span.
- AMOs in English-language arts and mathematics for each grade span and for each numerically significant subgroup in that grade span. The AMO targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 30). The AMO targets for grade span nine through eleven are the same as those used for high schools (shown on page 31).

Single school districts and direct-funded charter schools are treated as schools for AYP and PI purposes. AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or county office of education. School and school districts will be identified for PI in October 2004. County offices of education will be eligible for identification as PI beginning in 2005–06, because 2003–04 was the first year they received Title I, Part A, funds.

LEAs Already in PI

The following are the three options for LEAs that have been identified for PI.

Advancing in PI

An LEA that begins the school year in PI status and does not make AYP will advance to the next year of PI status.

Maintaining PI Status

An LEA that begins the school year in PI and makes AYP will maintain the same PI status.

Exiting PI

An LEA will exit PI status by making AYP for two consecutive years. An LEA exiting PI will not be subject to CDE corrective action or other NCLB sanctions.

LEA PI Requirements Summary

The following is a summary of the provisions for an LEA entering or advancing in PI:

- The LEA, with the assistance of the state educational agency (SEA), must inform parents of the LEA's PI status.
- The LEA must develop or revise an improvement plan within three months of PI identification and promptly implement the plan.
- The LEA must reserve not less than 10 percent of the LEA Title I allocation for high quality professional development. LEAs may include in the 10 percent the school level 10 percent reservation for personnel development required in PI schools.
- In Year 2 of PI, the LEA must continue to implement the revised plan.
- In Year 3 of PI, the LEA is subject to corrective action by the SEA if the LEA does not make AYP by the end of Year 2.

Impact of PI Status on Providing Supplemental Educational Services

An LEA that is identified for PI may not be a supplemental educational services provider. However, a public school or LEA that has not been identified for PI, private schools, institutions of higher education, faith-based and community based organizations, and private businesses may apply to be approved providers.

An exception occurs in the case of providing supplemental educational services to English learners and students with disabilities. If there are no approved providers to do so, a PI LEA must provide supplemental educational services to students with disabilities and English learners directly or through a contractor.

Specific PI Requirements for LEAs

Table 23. Parental Notification Requirements

1. The state education agency (SEA) must work with the LEA to arrange for notification of the parents of each student enrolled in a school district that has been identified for PI, of the LEA's PI status. The information must be provided directly through regular mail or e-mail, and indirectly using the Internet, the media, or public agencies.
2. CDE will create a template, accessible on the CDE Web site in multiple languages, that may be used by LEAs to notify parents. The notification will be written in clear, non-technical language that will be easily understood by parents. It must inform parents of: <ul style="list-style-type: none"> ■ The reason for the identification of the LEA as PI ■ How parents can get involved in improving the LEA ■ Actions the SEA will take to improve the LEA
3. CDE must also work with the LEA to disseminate information to parents and the public about the corrective action taken by CDE for PI LEAs in Year 3. CDE will publicize such information through the Internet, the media, and public agencies.

Table 24. PI LEA Specific Requirements, Years 1–3

Year in PI	Responsibilities of SEA or LEA
Year 1	SEA
	<ul style="list-style-type: none"> ■ Provide or arrange for the provision of technical assistance or other assistance to the LEA, based on effective methods and instructional strategies grounded in scientifically based research. ■ Assist the LEA to revise and then implement its LEA plan for improvement. ■ Assist the LEA to work more effectively with its PI schools.
	LEA
	<p>A. Revision/development of the LEA Plan</p> <ul style="list-style-type: none"> ■ Develop or revise an improvement plan within three months of PI identification based on the LEA assessment. ■ Develop the plan in consultation with parents, school staff, and others. ■ Submit the plan to the local school board for approval and then to CDE.

Year in PI	Responsibilities of SEA or LEA
	<p>B. Content of the plan</p> <p>The purpose of revising the LEA Plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in reading and mathematics. The plan must also analyze and address LEA problems of leadership for schools, governance, fiscal infrastructure, and curriculum and instruction. Specifically, the plan must:</p> <ul style="list-style-type: none"> ■ Define specific measurable achievement goals and targets for each of the student subgroups, especially those that did not make AYP. ■ Incorporate strategies grounded in scientifically based research that will strengthen instruction in the core content areas. ■ Include, as appropriate, student learning activities before and/or after school, during the summer, and during any extension of the school year. ■ Provide high-quality professional development for instructional staff that focuses primarily on improved instruction and standards-based instruction. ■ Include strategies to promote effective parental involvement in the schools served by the LEA. ■ Include a determination of why the LEA's previous plan did not bring about increased student academic achievement (if revising a previous improvement plan). <p>The plan must also specify the fiscal responsibilities of the LEA and detail the required technical assistance that the SEA will provide.</p> <p>C. Reservation of not less than 10 percent of the LEA Title I allocation for high quality professional development.</p> <ul style="list-style-type: none"> ■ Use the 10 percent specifically for instructional staff to improve classroom teaching. ■ May include the 10 percent of Title I, Part A funds that schools in PI reserve for professional development in this 10 percent total. The LEA may not include in the 10 percent total the 5 percent to 10 percent reserved by the LEA to help teachers to become highly qualified.
Year	<p>SEA</p> <ul style="list-style-type: none"> ■ Continue to ensure that the LEA is provided with technical assistance. <p>LEA</p> <ul style="list-style-type: none"> ■ Continue to implement the plan developed in Year 1.

Year in PI	Responsibilities of SEA or LEA
Year 3	<p data-bbox="586 279 638 306">SEA</p> <p data-bbox="586 338 1438 489">The SEA must take corrective action against a PI LEA if the LEA remains in PI for two years after identification. However, because the successful functioning of the LEA is critical to school and student academic achievement, the SEA may, at any time during PI, identify an LEA for corrective action.</p> <ul style="list-style-type: none"> <li data-bbox="586 516 1468 625">■ Notify the LEA of its corrective action status and provide the LEA with a public hearing no later than 45 days following identification, if the LEA requests a public hearing. <li data-bbox="586 653 1352 680">■ Continue to ensure that the LEA is provided with technical assistance. <li data-bbox="586 707 1166 735">■ Take at least one of the following corrective actions: <ul style="list-style-type: none"> <li data-bbox="623 770 1255 798">• Defer programmatic funds or reduce administrative funds. <li data-bbox="623 831 1403 940">• Institute and fully implement a new curriculum based on state and local content and academic achievement standards, including provision of research-based professional development for all relevant staff. <li data-bbox="623 968 1403 1037">• Replace the LEA staff that are related to the inability of the LEA to make adequate progress. <li data-bbox="623 1064 1430 1134">• Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision. <li data-bbox="623 1161 1435 1230">• Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board. <li data-bbox="623 1257 1073 1285">• Abolish or restructure the school district. <p data-bbox="586 1323 1438 1432">In conjunction with at least one of the actions above, the state also may authorize students to transfer, with paid transportation, to a higher performing school in another LEA that is not a PI LEA.</p>

Table 25. NCLB PI LEA Requirements Chart

Number of Years LEA Did Not Make Adequate Yearly Progress (AYP) and Did Not Meet AYP Criteria in Each Grade Span				
One	Two	Three	Four	Five
		Planning	Plan Implementation	Corrective Action
		PI Year 1	PI Year 2	PI Year 3
		SEA	SEA	SEA
		<ul style="list-style-type: none"> Disseminate PI results with assistance of LEA to general public. Provide or arrange for technical assistance to LEA. 	Continue: <ul style="list-style-type: none"> Provide technical assistance to LEA. 	Continue: <ul style="list-style-type: none"> Technical assistance to LEA Notify parents/public of corrective action taken by SEA
		LEA	LEA	
		<ul style="list-style-type: none"> Notify parents, with SEA assistance, of <ul style="list-style-type: none"> The identification of LEA as PI Reasons for PI identification How they can get involved in improving LEA Actions the SEA will take to improve the LEA Revise/develop improvement plan within 3 months of identification. Consult with parents, school staff and others in development of plan. Implement plan immediately in current school year following plan development. Reserve not less than 10% of its Title I, Part A funds for high-quality professional development. 	Continue: <ul style="list-style-type: none"> Implement plan from Year 1 	Add: <ul style="list-style-type: none"> Provide public hearing to LEA within 45 days following notice of corrective action May take corrective action at any time during improvement process, if necessary, but <u>must</u> take action during Year 3 Take at least <u>one</u> corrective action: <ul style="list-style-type: none"> Defer programmatic funds or reduce administrative funds Institute new curriculum and professional development for staff Replace LEA staff Remove individual schools from jurisdiction of LEA and arrange for governance Appoint trustee in place of superintendent and school board Abolish or restructure LEA
Did not make AYP <u>and</u> did not meet AYP criteria in each grade span (2002-03)*	Did not make AYP <u>and</u> did not meet AYP criteria in each grade span (2003-04)*			

*Revised by State Board of Education at its March 9, 2005 meeting.

AYP Appeals Process

A local educational agency (LEA) on its own behalf or on behalf of its schools may appeal the 2004 Adequate Yearly Progress (AYP) results that are shown on the August 31, 2004 Accountability Progress Report. A separate appeal form must be submitted for the LEA and each school.

The results of an AYP appeal could impact the PI status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI in 2004–05. Therefore, it is essential that LEAs submit all appeals by the deadline, especially those for Title I schools potentially entering or advancing in PI or those schools potentially exiting from PI.

These appeals must be filed with the Policy and Evaluation Division at the California Department of Education (CDE) by 5:00 p.m on September 15, 2004. The CDE will

Table 26. Criteria for Appeals of the 2004 AYP Determination

Appeals of the 2004 AYP determination will be accepted for the following reasons:	
A.CDE calculation error	<ul style="list-style-type: none"> ■ This reason does not apply to CDE calculations based on erroneous but correctable demographic data submitted by the LEA to the test publisher. ■ This reason may apply to participation rate, AMOs, API, or graduation rate.
B.Substantive reason	<ul style="list-style-type: none"> ■ Supporting documentation should establish the unique character of the substantive reason. ■ An example would be a natural disaster that prevented the LEA from administering the applicable assessment.
C.Medical emergency	<ul style="list-style-type: none"> ■ A significant medical emergency prevented the student from taking the state assessment used for establishing AYP (STAR for grades 2-8, CAHSEE for grade 10, CAPA for grades 2-8, 10), and this has affected schoolwide and/or numerically significant subgroup participation rate. This includes not only the originally scheduled assessment but also the make-up assessment.
D.Pair and share	<ul style="list-style-type: none"> ■ The AYP determination was based on results from other students, schools, or LEAs (i.e., AYP was based on pairing and sharing the results of other schools or of the school district in which the school is located). In this instance, the LEA or school will have to submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the AYP Report.
E.Other special circumstance	<ul style="list-style-type: none"> ■ Any other special circumstance that prevented correct AYP results may be grounds for an appeal. Supporting documentation should clearly justify the reason for appeal.

review all appeals with sufficient documentation received by the deadline and incorporate results into the 2004–05 Title I Program Improvement Status report that is planned for release in October 2004. The CDE’s decision is final and will be posted on the Internet.

The district submitting the appeal on its behalf or on behalf of its schools must include appropriate documentation supportive of the appeal criteria and a detailed description of the issue and how its resolution will modify the AYP determination. Any school district failing to submit appropriate documentation will result in denial of the appeal.

All appeals of 2004 AYP determinations are due to the CDE by 5:00 p.m. on September 15, 2004. CDE will post on its Web site decisions of 2004 AYP appeals by October 13, 2004.

The CDE will address each appeal in a timely manner and will periodically update the Internet showing the appeal status (approved, denied, pending) of all submitted appeals. Questions about the AYP Appeals Process may be directed to the Evaluation, Research, and Analysis Unit at (916) 319-0875 or via e-mail to evaluation@cde.ca.gov.

Appeals to modify Title I funding status for 2003–04 or to change Title I program type (targeted assistance versus school wide program) will NOT be accepted. LEAs will be given an opportunity to review and change those data in September 2004.

CAPA 1.0 Percent Cap

Accountability under NCLB for certain students with severe cognitive disabilities is based on performance on the California Alternate Performance Assessment (CAPA), which tests students using an alternate form of California's academic content standards. For calculating AYP, federal regulations adopted on December 9, 2003 set a cap of 1.0 percent on the percentage of students in an LEA whose scores can be counted as proficient or above based on an alternate assessment using alternate standards. This cap may be exceeded in cases where the LEA provides adequate justification to the state. Absent an exception, proficient or advanced scores above the cap must be counted as not proficient in AYP calculations.

The final federal regulations became effective for the 2004 AYP. The CDE developed criteria and the methodology for meeting the NCLB regulations regarding the 1.0 percent cap. LEAs that may be over the 1.0 percent cap were notified in July 2004 of the process to apply for exception. The deadline for applying for an exception was August 16, 2004. Exception requests are reviewed and processed by the CDE. The status of exception requests are noted on the 2004 Accountability Progress Report. If late exception requests are submitted, the exception request results may not appear on the Internet until after the August 31 release of the 2004 Accountability Progress Report.

Information about the CAPA 1.0 percent cap criteria is located on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or <http://www.cde.ca.gov/sp/se/sr/capa.asp>.

Questions about calculating the 1.0 percent cap should be addressed to the Educational Planning and Information Center (EPIC) of the Policy and Evaluation Division at (916) 319-0863 or at epic@cde.ca.gov. Questions regarding the application for exception to the 1.0 percent cap should be addressed to the Assessment Evaluation and Support Unit of the Special Education Division at (916) 327-3658 (Allan Lloyd-Jones) or (916) 323-7192 (Jill Larson).

Appendices

Inclusion/Exclusion Rules

2004 Accountability Progress Report Possible Indicator Values for AYP

CDE Contacts and Related Internet Sites

Index of Tables, Figures, and Exhibits

Inclusion/Exclusion Rules

Prior to calculating the API or AYP, decisions are necessary about how to include, exclude, or account for test scores or records to be used in the calculations. These inclusion/exclusion rules are applied prior to calculating the API or AYP and do not affect the score a student receives. The inclusion/exclusion rules for API, AYP, STAR, or CAHSEE reporting do not always match.

Inclusion/exclusion rules described in this section apply to the 2004 AYP portion of the 2004 Accountability Progress Report. For inclusion/exclusion rules pertaining to the 2004 API in the report, consult the *2003 Academic Performance Index Base Information Guide*, which is available on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>. The 2003 API Base rules are nearly identical to the 2004 API Growth rules because they pertain to the same 2003–04 API reporting cycle. The *2003–04 Academic Performance Index Growth Information Guide* will be available in October 2004 when the complete 2003–04 API Growth reports are posted on the Internet.

Rules for including, excluding, or accounting for student records in AYP calculations are integrally related to the process of defining the data elements used in the calculation. For the AYP, the primary data elements are the number enrolled, number tested, number of valid scores, and number of proficient and above. Table 27 on the following page defines these data elements for the 2004 AYP. The inclusion/exclusion rules are explained within the context of the data element definitions.

Table 27. Definitions of Numbers Enrolled, Tested, Valid Scores, and Proficient and Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)		Number Tested		Number Valid Scores		Number Proficient or Above	
	A		B		C		D	
Columns:	School or LEA		School or LEA for ELA and math separately		School or LEA for ELA and math separately		School or LEA for ELA and math separately	
Level of Calculation:	Enrollment first day of testing =		Number tested =		Number valid scores =		Number proficient and above =	
Calculation for Grades 2–8 CST or CAPA	<p>Number of STAR student answer documents, grades 2–8</p> <p>LESS</p> <p><u>Students not enrolled or unmatched records</u></p> <ul style="list-style-type: none"> Students who moved before test was given Unmatched CAT/6 Survey records, grades 2 and 3 Unmatched CST writing tests or writing only tests, grades 4 and 7 For schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the CBEDS date For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date 		<p>Enrollment on first day of testing (results of Column A)</p> <p>LESS</p> <p><u>Untested students</u></p> <ul style="list-style-type: none"> For CST, student records with 0 items attempted, unless student sat for test CAPA records with 0 items scored <p>ADD</p> <p><u>CAPA records not accounted for</u></p> <ul style="list-style-type: none"> If the count of CAPA tested is greater than the count of blank CST records that also show CAPA taken, add the difference to the number tested. <p>(This assumes that STAR answer documents for these CAPA students were inadvertently not done.)</p>		<p>Number tested (results of Column B)</p> <p>LESS</p> <p><u>Mobile students</u></p> <ul style="list-style-type: none"> For schools, student records that show student was NOT continuously enrolled in the school since the CBEDS date For LEAs, student records that show student was NOT continuously enrolled in the LEA since the CBEDS date <p><u>New English learners</u></p> <ul style="list-style-type: none"> English learners who were first enrolled in a US school in the spring of 2004 		<p>Number valid scores (results of Column C) that have a performance level of proficient or advanced</p> <p>ADJUSTMENTS</p> <p><u>Irregularities</u></p> <ul style="list-style-type: none"> Results of records marked as testing irregularity are counted as not proficient for the content area marked <p><u>Modifications</u></p> <ul style="list-style-type: none"> Results of records showing testing with modifications are counted as not proficient for the content area marked <p><u>No performance level</u></p> <ul style="list-style-type: none"> Results of records with valid scores but without a valid performance level are counted as not proficient for the content area <p><u>Below level</u></p> <ul style="list-style-type: none"> For CST, results of records showing the test was administered below level are counted as not proficient If an eighth grader takes the General Math test, it is not below level; if the eighth grader takes the seventh grade test booklet, it is below level 	

Table 27. Definitions of Numbers Enrolled, Tested, Valid Scores, and Proficient and Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)		Number Tested		Number Valid Scores		Number Proficient or Above	
	A		B		C		D	
Columns:	School or LEA		School or LEA for ELA and math separately		School or LEA for ELA and math separately		School or LEA for ELA and math separately	
Level of Calculation:	Enrollment =		Number tested =		Number valid scores =		Number proficient and above =	
Calculation for Grade 10 CAHSEE	<p>Sum of all census 2004 CAHSEE student answer documents for grade 10, except for May test dates</p> <p>ADJUSTMENTS</p> <p><u>Previously passed</u></p> <ul style="list-style-type: none"> Student records marked as previously passed are not included. 		<p>Enrollment (results of Column A)</p> <p>LESS</p> <p><u>Untested</u></p> <ul style="list-style-type: none"> Student records coded as A=Absent, unless the records include a scaled score <p>ADD</p> <p><u>Makeups</u></p> <ul style="list-style-type: none"> Student records that indicate a March or May make-up exam and tested <p><u>CAPA records not accounted for</u></p> <p>If the count of CAPA tested is greater than the count of blank CAHSEE scale scores that also show CAPA taken, add the difference to the number tested. (This assumes that CAHSEE answer documents for these CAPA students were inadvertently not done.)</p>		<p>Number tested (results of Column B)</p> <p>LESS</p> <ul style="list-style-type: none"> Same as grades 2-8 		<p>Number valid scores (results of Column C) that have a proficient or above on Grade 10 CAHSEE</p> <p>ADJUSTMENTS</p> <p><u>Irregularities/Pending</u></p> <ul style="list-style-type: none"> Student records marked as testing irregularity (code "C") or as pending (code "H") are counted as not proficient for the content area marked. <p><u>Modifications</u></p> <ul style="list-style-type: none"> Student records showing testing with modifications (code "I") are counted as not proficient for the content area marked. <p>Proficient or above on the CAHSEE is an ELA scale score of at least 380 or a math scale score of at least 380.</p>	

Table 27. Definitions of Numbers Enrolled, Tested, Valid Scores, and Proficient and Above

Definition of:	Enrollment on First Day of Testing (STAR) Enrollment (CAHSEE)		Number Tested		Number Valid Scores		Number Proficient or Above	
	A		B		C		D	
Columns:	School or LEA		School or LEA for ELA and math separately		School or LEA for ELA and math separately		School or LEA for ELA and math separately	
Level of Calculation:	Enrollment first day of testing =		Number tested =		Number valid scores =		Number proficient and above =	
Calculation for Grade 10 CAPA	Number STAR student answer documents, grades 2–8 LESS <u>Students not enrolled</u> <ul style="list-style-type: none">Students who moved before test was givenFor schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the CBEDS dateFor LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date		Enrollment on first day of testing (results of Column A) LESS <u>Untested</u> <ul style="list-style-type: none">CAPA records with 0 items scored		Number tested (results of Column B) LESS <ul style="list-style-type: none">Same as CST, grades 2–8		Number valid scores (results of Column C) that have a performance level of proficient or advanced ADJUSTMENTS <ul style="list-style-type: none">Same as CST, grades 2–8	
Schools and LEAs with grade spans that contain both grade 8 and grade 10	Sum both grades 2–8 and 10 results							

NOTES:

For AYP, participation rate is basically Column B divided by Column A, and percent proficient is basically Column D divided by Column C.

LEA totals should exclude enrollment numbers and test results from direct-funded charter schools that share County-District codes with LEAs. There is a record for each LEA (each distinct County-District code combination) with zeros in the fields reserved for school.

2004 Accountability Progress Report POSSIBLE INDICATOR VALUES (School Report)

2004 Adequate Yearly Progress (AYP)

School met all 2004 Adequate Yearly Progress (AYP) criteria? (Yes/No)¹

This school met number of its number AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Met 2004 AYP

criteria²

Yes, No, N/A

Yes, No

Yes, No

Yes, No, N/A

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard or
Alternate A, B, C,
or D

PARTICIPATION RATE

Met all participation rate criteria? (Yes, No, N/A)³

English-Language Arts and Mathematics

GROUPS

	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
Schoolwide				Yes, No, Yes2, or N/A⁵
African American or Black (not of Hispanic origin)				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not of Hispanic origin)				
Socioeconomically Disadvantaged				
English Learner				
Students with Disabilities				

PERCENT PROFICIENT – Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? (Yes/No)⁷

English-Language Arts and Mathematics

GROUPS

	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria
Schoolwide				Yes, No, Yes*, or No*⁹
African American or Black (not of Hispanic origin)				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not of Hispanic origin)				
Socioeconomically Disadvantaged				
English Learner				
Students with Disabilities				

GRADUATION RATE

Met graduation rate criteria? (Yes, No, N/A)²

Rate for 2004, Class of 2002-03	Rate for 2003, Class of 2001-02	Change	Average 2-year change	Met 2004 AYP Criteria
Rate or N/A	Rate or N/A	Change or N/A	Change or N/A	Yes, No, or N/A

Footnotes

1. "Yes" means the school made 2004 AYP and no columns on this report show a "No" or "No*."
2. "N/A" means the participation rate or graduation rate is not applicable.
3. "Yes" means no column in the participation rate section shows a "No." "N/A" means not applicable or an alternate method was used.
4. "N/A" means 0 were enrolled on the first day of testing and 0 were tested.
5. "Yes2" means the criteria were met using the two-year participation rate calculation. "N/A" means 1–49 were enrolled on the first day of testing.
6. "Yes2" means the criteria were met using the two-year participation rate calculation. "N/A" means the subgroup was not numerically significant.
7. "Yes" means no column in the percent proficient section shows a "No" or "No*."
8. "N/A" means fewer than 11 were tested.
9. "Yes*" or "No*" refers to schools with 1–99 valid scores.
10. "N/A" means there were fewer than 100 valid scores.

2004 Accountability Progress Report POSSIBLE INDICATOR VALUES (LEA Report)

2004 Adequate Yearly Progress (AYP)

LEA met all 2004 Adequate Yearly Progress (AYP) criteria? (Yes/No)¹

This LEA met number of its number AYP criteria.

2004 AYP Criteria Summary

AYP components

Participation rate

Percent proficient (AMOs)

API as additional indicator

Graduation rate

API for numerically significant
socioeconomically disadvantaged
subgroup

Met 2004 AYP criteria²

Yes, No, N/A

Yes, No

Yes, No

Yes, No, N/A

Number or N/A³

Methodology Used

Percent proficient (AMOs)

API as additional indicator

Graduation rate

Methodology

Standard or
Alternate A, B, C,
or D

California Alternate Performance Assessment (CAPA)

Percent Proficient and Above

Above 1.0

Exception Approved⁴

English-Language Arts

Percent

Yes or No

Yes, No, or N/A

Mathematics

Percent

Yes or No

Yes, No, or N/A

PARTICIPATION RATE

Met all participation rate criteria? (Yes, No, N/A)⁵

English-Language Arts and Mathematics

GROUPS

	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2004 AYP Criteria
LEA-wide				Yes, No, Yes2, or N/A⁷
African American or Black (not of Hispanic origin)				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not of Hispanic origin)				
Socioeconomically Disadvantaged				
English Learner				
Students with Disabilities				

PERCENT PROFICIENT — Annual Measurable Objectives (AMOs)

Met all percent proficient criteria? (Yes/No)⁹

English-Language Arts and Mathematics

GROUPS

	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2004 AYP Criteria
LEA-wide				Yes, No, Yes*, or No*¹¹
African American or Black (not of Hispanic origin)				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not of Hispanic origin)				
Socioeconomically Disadvantaged				
English Learner				
Students with Disabilities				

GRADUATION RATE

Met graduation rate criteria? (Yes, No, N/A)²

Rate for 2004, Class of 2002-03	Rate for 2003, Class of 2001-02	Change	Average 2-year change	Met 2004 AYP Criteria
Rate or N/A	Rate or N/A	Change or N/A	Change or N/A	Yes, No, or N/A

Footnotes

1. "Yes" means the LEA made 2004 AYP and no columns on this report show a "No" or "No*."
2. "N/A" means the participation rate or graduation rate is not applicable.
3. "N/A" means the socioeconomically disadvantaged subgroup was not numerically significant.
4. "N/A" means not applicable or the exception was denied.
5. "Yes" means no column in the participation rate section shows a "No." "N/A" means not applicable or an alternate method was used.
6. "N/A" means 0 were enrolled on the first day of testing and 0 were tested.
7. "Yes2" means the criteria were met using the two-year participation rate calculation. "N/A" means 1–49 were enrolled on the first day of testing.
8. "Yes2" means the criteria were met using the two-year participation rate calculation. "N/A" means the subgroup was not numerically significant.
9. "Yes" means no column in the percent proficient section shows a "No" or "No*."
10. "N/A" means fewer than 11 were tested.
11. "Yes*" or "No*" refers to LEAs with 1–99 valid scores.
12. "N/A" means there were fewer than 100 valid scores.

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I Accountability requirements and AYP Appeals Calculation of API and AYP reports and Accountability Progress Reports 	<p>Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov</p> <p>Evaluation, Research, and Analysis Office (916) 319-0875 evaluation@cde.ca.gov</p> <p>Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p> <p>http://api.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ap/</p> <p>http://ayp.cde.ca.gov</p> <p>http://www.cde.ca.gov/ta/ac/ay/</p>
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Corrective Actions for Program Improvement 	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov</p>	<p>http://www.cde.ca.gov/pr/nclb/</p>
NCLB Title III Accountability	<p>Language Policy and Leadership Office (916) 319-0845</p>	<p>http://www.cde.ca.gov/sp/el/t3</p>
Statewide Assessments <ul style="list-style-type: none"> STAR – CST and CAT/6 Survey STAR – CAPA CAHSEE 	<p>Standards and Assessment Division (916) 445-9441</p> <p>Testing and Reporting Office (916) 445-8765 star@cde.ca.gov</p> <p>Special Education Division, Assessment, Evaluation, and Support Office (916) 323-7192 or (916) 327-3658</p> <p>High School Exit Exam Office (916) 445-9449</p>	<p>http://www.cde.ca.gov/ta/tg/sr/</p> <p>http://www.cde.ca.gov/sp/se/sr/capa.asp</p> <p>http://www.cde.ca.gov/ta/tg/hs/</p>

CDE Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • Intervention Assistance 	<p>School Improvement Division (916) 319-0830</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p>	<p>http://www.cde.ca.gov/ta/lp/</p>
API Awards Programs: <ul style="list-style-type: none"> • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act 	<p>Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov</p>	<p>http://www.cde.ca.gov/ta/ac/pa/awards.asp</p>
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	<p>Educational Options Office, Secondary, Postsecondary and Adult Leadership Division (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564</p>	<p>http://www.cde.ca.gov/ta/ac/am</p>

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